

Viterbo University
Lesson Plan Template

Effective Fall 2014

*This lesson plan template includes all the Viterbo Essential Elements. **For full instructions** and examples of each of the lesson plan components, **see the Viterbo Essential Elements** posted on Moodle in the Education Majors course. All items below will expand as needed to add text.*

Name ___Susan Pilgrim_____

Date ___Feb. 21, 2016_____

Lesson Title ___Learning About Landforms_____

Grade Level ___4th___

Time Frame ___Lesson extends over multiple days_____

Day 1: Intro/Discussion/Book review/Video - 1 hour

Day 2: Landform Dictionary and U.S. Map - 1 hour

Day 3: Game / Create Landforms - 45 minutes

Day 4-6: 1 hour each day to research, create landform poster, a 3-dimensional display and the report

Day 7: Presentations (6-7 minutes each) - 1.5 hours

Learner Profile and Contextual Factors: 17 students: “David” and “Niles” have severe ADHD with very literal thinking and low penmanship skills. “Tyler,” “Ivy,” and “Michael” have Specific Learning Disabilities with low performance in reading, spelling, and writing.

Curriculum Standards:

- Describing physical characteristics of landforms.
- Recognizing physical features and landforms on a map.

Unit Goal/Central Focus

Learn about geography and geographical features of the earth including terminology, physical descriptions, and visual recognition of landforms.

Unit Summative Assessment

The learner will research and create a final project containing information about a specific landform found in the United States. The project will include a poster, a 3-dimensional display of the landform and a brief, detailed report to include location, description, and unique facts. Each student will present their display and their report to the class.

RESOURCES:

- Gather books from the school library to include information and picture books about landforms, facts, and color photos about landforms. Find books specific to rivers, mountains, valleys, etc. Additionally, find specific books related to U.S. landforms and regions for the student's final reports - Denali National Park, the Grand Canyon, Mammoth Cave, Glacier National Park, Badlands National Park, Mount St. Helens, Appalachian Mountains, Death Valley National Park, etc. If you cannot locate specific books, the internet will need to be used to locate pictures and information.
- Books to introduce landforms:
 - Geography from A to Z: A Picture Glossary by Jack Knowlton
 - What is a Landform? by Rebecca Rissman
 - U.S. Landforms by Dana Meachen Rau
 - Introducing Landforms by Bobbie Kalman & Kelley MacAulay
 - Valleys, Mountains, or Islands (and many others) by Cassie Mayer
- *Many of these books offer simple text and descriptions with detailed, color photos. Find books on many types of landforms by authors Rebecca Rissman and Cassie Mayer.*
- Mr. DeMaio's YouTube video called "Lesson on Landforms" found here: https://www.youtube.com/watch?v=KWTDmg8OI_Y
- A landform bulletin board to gather and share the ideas students find in the resources they are researching. Use headings: Land, Water, and Mountain. Also, 12 labeled pictures of the following landforms: plain, coast, mountain, volcano, ocean, river, desert, peninsula, island, plateau, lake, and valley. Also, print off an outline of a map of the U.S. to include on the last page of the booklet.
- 3 by 3" sticky notes and pencils to record information found in landform resources.
- Heavy-weight, colored paper to create the Landform Dictionary booklets with 12 pages (stapled together). Terms to include, one per page: coast, desert, mountain, lake, river, peninsula, island, valley, volcano, plain, plateau, and ocean. Provide a template for each page to include a picture, the landform term, and definition.
- Chromebooks or I-pads to access the internet in order to research topics and print pictures.
- Pictures of various landforms to share on a large projector/screen for the Landform Game. Also, two "buzzers" for the game.
- Recording Form for the Landform Game. (Students could use lined, loose-leaf paper which they number according to how many landform pictures will be shown during a game).
- Playdough (and plastic placements to cover desk work space, if needed).

- Art materials: poster board, markers, paint, construction paper, paper towel tubes, scissors, glue, clay, shoe boxes, pipe cleaners, paper bags, newspaper, and any other suitable and creative materials brought from home, art class, or classroom in order to create the landform projects.
- Graphic organizer to collect key information for the final project (location, physical features, unique qualities and facts).
- Notecards for students to write their brief reports to share with the class.

PEOPLE:

- Special Education Teacher
- Special Education Teacher Aide
- Art Teacher (for input on project work days)

Prior Student Knowledge: What previous knowledge is necessary for the students to successfully master the objectives? What knowledge do students already have that this lesson will build upon?

Students do not necessarily need to have prior knowledge as these lessons will help students visualize, define, and recognize landforms and geography information. Most students by this age level will have personal experience with seeing, hearing about, reading about, or visiting various landforms and recognizing such terms.

Students will build upon identifying text features, working collaboratively, reading text to identify key pieces of information, and writing reports.

The teacher should pull from any prior experiences from past grade levels and projects related to this topic that they have worked on in 2nd and 3rd grade within the district. Also, our school district is near Lake Michigan and most students have an experience of going to the beach and swimming in the lake, or going camping or vacationing near landforms.

Lesson Objectives: Defines what the student will learn, understand, and be able to do upon completion of the lesson. The instructions for writing objectives and examples are found in the Viterbo Essential Elements.

Students will be able to:

- Work collaboratively with others in small groups to share ideas, ask questions, and discuss new learned knowledge.
- Identify and name types of landforms when shown a visual representation of 10 out of 12 examples.
- Identify regions on the U.S. map where landforms exist, showing success in 8 out of 12 locations.
- Create a 3-dimensional display of a specific U.S. landform and verbally share key features with the class in a brief, report format.

Formative Assessment: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? Make sure that each assessment measures the learning expressed in the objective. Please indicate the tool that you will use and how you will measure student understanding. (See VU Essential Elements for more info.)

- Observe student work groups and take notes on how students and groups interact.
- Observe student performance during the Landform Game and verify their understanding by collecting and checking their Player Recording Form upon completion of the game.
- Check for understanding by reviewing each student's completed Landform Dictionary. Use a rating scale and give points awarded for neatness, correct landform picture, term, and definition.
- Check for understanding by reviewing each student's U.S map through the use of a rubric.
- Observe the 3-dimensional display and the oral report, scoring accuracy of display and understanding of material using a rubric.

Academic Language:

- What is the key language demand/function?
- What academic language will you teach and/or develop? What is the key vocabulary and/or symbols?
- What opportunities will you provide for students to practice content language and/or vocabulary and develop fluency?
- What supports will you provide that will help students understand and successfully use the academic language?
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Key Language demands and functions Academic Language Practice Support

- Students are using language in these lessons by listening, speaking, reading, and writing.
- Students are defining terms, using written text to locate key pieces of information, reading text for comprehension/understanding, and explaining ideas.
- As an introduction, students will be provided basic texts to include less wording, text features/captions, and colorful, detailed photos.
- Students will be provided a graphic organizer to help identify key pieces of information for their report.

INSTRUCTION

Lesson procedures reflect **best practices** that are research-based and have a direct and positive effect on the teaching/learning environment. You should indicate the time needed for each component of the lesson. Lesson plans should be detailed enough that any teacher could teach the lesson from the plan.

Day One	Time: 1 hour. Differentiation: Teacher-directed discussion, video, and small group learning.
Intro	Have students sit in a discussion circle near the Landforms bulletin board, with title displayed. Ask students, “What do you think you know about landforms?” Allow students to share. Look at the word—Do students recognize the type of word? (compound word) Then, define it and include on the bulletin board. <i>A landform is a natural feature of the earth’s surface.</i> Explain the students will be learning about many types of landforms. Then, display the categories: land, water, and mountain.
Video	Tell the students they will watch a video and to watch for specific information. The video has some funny parts so watch for what the mountain, plateau, lake, and river say about themselves. Share the 4-minute YouTube video called “Lesson on Landforms.” Then, allow students to share and discuss.
Instruction: Small groups/ Whole group	Break class into small groups of 3-4 students. Each group has one book about landforms. Also, each person has a pencil and sticky notes. Students will work as a group to take a picture walk through the book, look at text features, take turns reading pages, and writing down text connections (i.e. making a comment about the reading, asking a question, or recording a fact). Once complete, the group returns to the discussion circle near the Landforms bulletin board. Have students place their sticky notes in the selected categories (i.e. if a student asked a question about a lake, place the sticky in the Water category). Once all sticky notes are categorized, allow students to share and discuss what they read in the texts and share information recorded on the sticky notes.
Closure	As a review, share pictures of the 12 main landforms and define them (plain, coast, mountain, volcano, ocean, river, desert, peninsula, island, plateau, lake, and valley). With student input, place these in the correct category on the bulletin board.

Day Two	Time: 1 hour. Differentiation: Direct instruction, hands-on booklet project, small group learning
Intro	Gather at the Landform bulletin board and review terms and concepts learned yesterday.
Instruction	<p>Display a topographical map of the U.S. Explain this maps shows the terrain and landform features. Point out the coasts, mountain ranges (Appalachian & Rocky), central plains, great plains, coastal plains, and major waterways such as the Great Lakes and the Mississippi River. Explain how these various regions have different climates.</p> <p>Projects for today include creating a Landform Dictionary of the 12 landforms we have identified. Share the rating scale for project to meet expectations. Explain the information will be recorded in the booklets using a template for each page. The final page will include a map of the U.S. which they must color and label key regions and landforms. Students may use texts, books about landforms, classroom maps, and internet resources to complete the project.</p>
Closure	As a wrap-up, review and identify the regions of the U.S.

Day Three	Time: 45 minutes. Differentiation: Game, hands-on exploration/creation activity
Intro	Look back at the Landform bulletin board for any sticky notes with student questions based on the book that were read on Day One. See if these can be answered now with information gathered so far.
Game	Divide class into 2 teams. Designate a team name and make a scoreboard on the board. Each player has a pencil and loose-leaf paper to record their own answers. Each team has a “buzzer” placed on a desktop at the front of the class in order to buzz in and respond. Choose a person to go first from each team and they will start the game. The teacher displays a picture of a landform on a projector screen, if the student can identify it he/she hits the buzzer (but does not blurt out the answer). The teammates must number their papers and write down their responses. Then, the student who hit the buzzer first tells the answer. If the student is correct, they gain a point. Also, a point is awarded for each team member who correctly answered on their paper. If the student who buzzed in is incorrect, the other team has a chance to respond and gain the points. Follow the process through a number of landforms, allowing each student an opportunity to participate.
Hands-on activity	Pass out Playdough to each student (with plastic placemats to cover work spaces, if needed). Instruct them to make landscapes showing various terrain and landforms. Once creations are made, allow students to share their masterpieces. For this activity, creations are temporary. (<i>Variation:</i> Teachers could make salt dough using a recipe and allow student creations to dry and be painted).
Closure	As a closing activity, briefly have students share with a partner what they have learned about landforms. Each partner must share 3 different items (Items cannot mirror one another).

Day Four - Six	Time: 1 hour each day. Differentiation: Reading text & technology to research, writing, creating a 3-dimensional piece of art and poster display.
Intro	Share the Final Project Rubric and explain the project details. Each student will be assigned a specific U.S. region/area with a unique landform. The project entails researching and using a graphic organizer to collect information such as location, physical description, and unique qualities and facts. Student may use books from the library and the internet to gain information about the topic. In addition to the brief report of the area, the student will create a poster with a summary of key items and pictures, and finally a 3-dimensional project depicting the landform. Students will use poster board to display key information (students do not need to use a full sheet). The goal is to share 5 key items about the area.
Independent Work Time	Students work on gathering information on their graphic organizers, creating their poster, designing their landform, and writing notecards for their oral report.
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Day Seven	Time: 1.5 hours, Oral presentations (6-7 minutes per student)
Intro/Review	This is the culminating activity. Remind students to use full-body listening and respect each other's time presenting material.
Feedback	After each presentation, allow students to briefly ask questions and provide feedback of one another. Feedback should be in the form of positive praise (i.e. spoke clearly, looked at audience, good descriptive details given during report) and helpful tips for next time (i.e. speaking volume was too low). Remind students to provide feedback in a positive, respectful way.

IEP Requirements -

- Each student in class with an IEP will benefit from using Google Read & Write to have internet articles read to them. Also, this application has speech-to-text, spell check, and word prediction capabilities to assist with writing reports.
- “David” and “Niles” should be seated in close proximity to the teacher to check progress and prompt as needed.
- Each student in class with an IEP will be given support from the Special Education Teacher or aide as needed for reading, writing, and spelling support. All students need support to ensure they are including correct punctuation, writing complete sentences, and the information is logical and makes sense.
- “David” and “Niles” will need support to ensure they are comprehending what they read and identifying main ideas and important information. As needed, these students should use lined paper for any written portions of the project as they need to focus on correct letter formation and spacing of words.

Rationale/Theoretical Reasoning/ Research: What research or theory supports instructional strategies you are using with your students? Select a strategy and justify with research or theory.

- “What do you think you know” Questioning - Asking questions of students about a new topic before learning. What do they know already? And, encourage students to share, but they don’t have to be completely certain about the information.
- Providing a Preview - Before watching the landform video, ask students to look and listen for specific details. For example, “You will see funny material in the video. What does the river say?”
- Sharing information cooperatively - Students are placed in small work groups to share information and discuss what they are learning. This allows students to gain learning from multiple perspectives.
- Playing a game focused on academic content - The Landform Game included in this lesson will help stimulate and engage students. Games can be a good form of review for new concepts.

**These strategies are mentioned in The Art and Science of Teaching by Robert J. Marzano.*

Management/Safety Issues: What management and safety issues need to be considered when teaching this lesson?

- **Classroom Management:** Students will be reminded about school volume expectations. Volume should match the classroom activity. If working independently at desks, use volume 1-2 if student needs to ask questions of one another or teachers. If working together in a small group, use volume 2-3 as this activity allows for more discussion and participation. Remind students of expectations of working in groups—everyone participates, no put-downs, etc.
- **Safety:** Students will need to spread out within the room for small group work. And, students will need to spread out to work on posters and landform creations using a variety of materials. It will be important to respect each other’s spaces and keep materials out of walk-ways so students can move about the room.

Analysis: Include quantitative (numerical) and qualitative (descriptive) data which address the questions: Did the students attain each objective? How do you know? What is your evidence?

Reflection/Future Modifications: Provide specific, evidence-based example, not generalizations.

- **To what extent did the class learn what you intended them to learn? Provide specific, evidence-based examples of student learning?**
- **What did you learn about your students as learners?**
- **What will be your next instructional steps?**
- **What have you learned about yourself as a teacher?**