**Landforms**

*Lesson Description:* This project focuses on the students’ ability to differentiate between objects that were created in the environment by humans versus those that are natural resources or created by nature. It will challenge students to identify physical landmasses that are in their environment. Students will work in teams to create landform digital books that will include pictures as well as explanation as to what their landform is and a characteristic that defines their landform. Students will also be challenged to add additional audio elements to their story to make it more engaging.

**TEKS:**

K.5A The learner will identify physical charactersitcs of places such as landforms, bodies of water, natural resources and weather.

K.14 The learner will apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

K.14B The learner will obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material and artifacts.

K.12C The learner will sequence and categorize information.

K.15 The student will communicate in oral and visual forms.

K.15A The student will express ideas based orally on knowledge and experiences.

K.15B The student will create and interpret visuals including pictures and maps.

K.16B The student ill use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of a decision.

**Estimated Time frame: One Week**

**Materials Needed:**

***All materials, documents, handouts and tutorials can be found in the teacher’s resource page on the land form multimedia project Weebly website (***[***http://klandforms.weebly.com***](http://klandforms.weebly.com)***). All of the documents also have been inserted at the end of the lesson.***

* Student Social Studies folders
* Student journals
* Pencils
* Chart marker
* Sentence strips
* Pocket chart
* Chart Paper
* Manmade vs natural picture set
* Project checklist
* Student intention outlines
* Brainpop Jr. Student Handout
* Pebble Go Student Handout
* Computer lab
* Microphone headphones
* “I like” feedback sheets
* Group feedback rubric (1 per student – to give feedback on other members of group)
* Individual student rubric (1 per student – teacher gives individual feedback to each student on their work)

**Instructional Procedures:**

**Decide:**

*Day 1:* As a class, the teacher will take the students on a walk around the school. They will bring their social study journals with them and they will either record or draw some of the things they see. The teacher will make sure students understand that they can record things that are living and things that are nonliving. To encourage their thinking the teacher will ask, “What kinds of things do you think we will see?” If students only include ideas that are living, the teacher would then continue to question to make sure that students think of some things that are not living. The students and teacher will then take their walk outside. (SUB NOTE - \*\*Make sure to take your key card or to get an active key card so that you can re-enter the building in case of an emergency\*\*)

After the nature walk students will share what they found and will record their answers on sentence strips. The teacher will guide the group to look at the different things and he/she will ask them to think about the things they found that people did not create. The teacher will guide them to understand that some things are made by people, however, other things are created by nature. The teacher possibly will need to give students some examples (trees, grass, rocks, etc.) and then ask them to define what they think natural is. Students will then sort the sentence strips into man made versus natural resources. The teacher will next ask students to provide additional examples of natural things that they might have in their own yards. The teacher will make sure that students understand that humans may plant new plants or trees, but the trees and plants are created by nature. The teacher will now divide the group into their working groups of three. The teacher may randomly design groups, allow students to choose their own partners or create groups they feel would work best together. After the teacher divides the students into their working groups, the teacher will make a list as these students who will be working together to use on day 3 as they start their digital stories.

Each small group will illustrate one natural item in their journals (this can be on the list or if a student has a different natural item they would like to illustrate that is acceptable too). The small group will then share one of their illustrations with the whole group. The whole group will talk about and decide whether each choice was in fact natural to the environment.

*Day 2:* The teacher will review yesterday’s list of natural vs. manmade items and the purpose of the activity. He/she will talk about some of the natural features and ask them what made them natural? Next, the teacher will pass out the manmade vs natural picture set for students to look at. The students will look at each picture and as a group, discuss whether they are natural characteristics or not (and why). As students respond, the teacher will record their responses on sentence strips. The teacher will make a t-chart in a pocket chart. He/she will ask the students to think about each of their response and how they could organize the natural characteristics. Questions could include, “What sorts of words could we use to describe these characteristics, How could we group these different characteristics together? Are there some characteristics that are made up of the same things?” The teacher will lead the students in sorting the natural characteristics into landforms (hill, mountain, and island) and bodies of water (river, lake and ocean). The teacher will then guide discussion and defines each characteristic:

Landforms:

Hill- A small area of land that is higher than the land around it.

Mountain- A very tall, high place on earth – taller than a hill.

Island – Land that is surrounded on all sides by water.

Bodies of Water:

River – a large moving body of freshwater.

Lake- A large body of water surrounded by land on all sides.

Ocean- A large body of saltwater that surround the continents.

*Day 3 & 4*– The teacher will schedule two forty-five minute blocks in the computer lab. The students will use this time in the computer lab to research and learn more about landforms. The teacher will be modelling all computer activities using the projector. Groups will be sitting together; however, each student will have access to their own computers. Group members may help each other during the research process at any time. The teacher will direct the students to type in [www.klandforms.weebly.com/](http://www.klandforms.weebly.com/) into the address bar. He/she will then direct their attention to the audio bar on the page. The teacher will inform students that each section has an audio bar that will read the instructions to them. He/she will have students listen to the introduction. The teacher will then instruct the students to click on the research tab. The students and the teacher will work their way down the page together. When the teacher gets to the Brainpop Jr. site, he/she will give the students the Brainpop Jr. handout to follow to log onto the computer and explore the site. The teacher will give students 30 minutes to explore Brainpop Jr. She will display a countdown counter (found at [**http://goo.gl/KvBE**](http://goo.gl/KvBE)) on the SMART board. A tutorial on how to operate the countdown counter can be found by opening the countdown counter how to video in the teacher resource area on the Weebly. When 30 minutes are up, the teacher will redirect the students to the Weebly. The teacher will have them listen to the Pebble Go instructions on the Weebly, provide them with Pebble Go handout and then give them 30 minutes to research landforms on Pebble Go.

**Design:**

*Day 4* – The teacher will review what the students have learned by playing “Guess My Natural Characteristic”. To play the game, the teacher will hide one natural characteristic picture where the students cannot see it. The students will ask the teacher yes or no questions to try and figure out which natural characteristic she is hiding.

The teacher then will tell the students that they are going to be making digital landform stories using Photostory 3 on the computer. He/She will explain that it will take them several days to complete the project and that they will be working in the classroom and using the computer lab to complete their stories. Next, he/she will display the student checklist. The teacher will explain that each student will be responsible for completing the individual tasks, but at the end, each group will produce one “story” that shows their understanding of natural landforms and their characteristics. The teacher will then tell students that they will meet as a group and decide which student will be responsible for each landform and body of water. He/she will display the intention outline. He/she will tell them that they will each fill out their own intention outline. The teacher tells studetns that they have to work together to decide who will work on each one. The teacher must be explicit in that the students understand that they cannot do two of the same landforms within their group. He/she will also make sure they understand that they are doing one landform and one body of water. The teacher will ask each student to take out their social studies folders and journals. He/she will hand out the checklist and will model how to highlight numbers 1 and 2. The teacher will then ask students to highlight 1 and 2 and will instruct them to work on these two steps today. He/she will then hands out the intention outline. The students will gather in their groups and fill in their intention outlines. The students will keep all materials in their social study folders.

*Day 5* – The teacher will review the project checklist, and what they have accomplished so far. He/she will model and ask the students to highlight steps three and four with him/her. He/she will tell students that today, they will complete steps three and four in their social studies journals. Students will be allowed to work in groups and support one another during this process.

*Day 6* - The teacher will review the project checklist, and what they have accomplished so far. He/she will model and ask the students to highlight steps five, six and seven with him/her. She will tell the students that today, they will complete steps five, six and seven in their social studies journals. Students will be allowed to work in groups and support one another during this process.

**Develop:**

The teacher will take on a large part of the responsibility of the development stage of the project due to the age of the students. The teacher will assign groups numbers (group 1, group 2, etc.). He/she will use a scanner to upload the three landform and three body of water pictures that the students have created into a Photostory 3 project file. The teacher will upload the three land form pictures and then the three body of water pictures. He/she will then place these files on the school student common shared drive that the students have been using all year to complete various projects. A video tutorial on how to upload to Photostory 3 can be found in the teacher resource section of the Weebly. The teacher will use this tutorial with his/her students in the computer lab to add their sentences describing the landform they illustrated as well as record themselves reading their sentences.

*Day 7* - The teacher will schedule a forty-five to sixty minute block in the computer lab. He/she will need to check prior to going to the lab that all microphone headsets are present for the students to use. The teacher will also ask each student to bring their social studies folders with their project checklists as well as their social studies journals to use to refer back to when adding text to the image. The teacher will ask groups to sit together as they will be sharing a computer and helping each other add the text and audio elements.

First, the teacher will project the checklist on the SMART board. He/she will model highlighting steps eight and nine and will tell students that these are the final steps that they will be working on today. She will direct students to highlight their checklist. Next, the teacher will direct the students to the Land Form Weebly sight ([www.klandforms.weebly.com/](http://www.klandforms.weebly.com/)). He/she will again be projecting his/her computer screen on the SMART Board so that all students can see and follow along. She will direct them to click on the Photostory 3 tab and watch the Photostory 3 screen cast to show them how to add their text and audio. Next, the teacher will ask the students to find their group’s project in the kinder student folder, open up the file, and add the text and audio. After all students have added text and audio, the teacher will save each project file as a movie. The teacher will use the “How to save your Photostory 3 to Play on the Computer” handout to complete this step.

*Day 8 –* The teacher will reserve the lab for one last 45 minutes session. Once all movies have been saved, the teacher will have students open their finished movies in the student common drive folder. After each group has time to watch their own movie, he/she will conduct a gallery walk. The teacher will give each group an “I like” feedback sheet to leave on the desk by their computer. He/she will them rotate the groups through each computer to watch the stories. Prior to starting the activity, the teacher will ask questions like, “What sorts of things could we say about someone else’s work?” The teacher will model how to use the sheet by going to one (or two) stations, making a positive comment, and writing down his/her thoughts on the paper. The teacher will ask each group to leave at least one positive comment per story. Next, the teacher will check AUP guidelines and with her principal to determine how he/she can share the final videos (emailed link to parents, open house, etc.).

Assessment: Students will receive either an S or an N for their work. An S means that they met the standard. An N means they need to work on meeting the standard. The grade will be based upon student group evaluation rubric as well as individual evaluation rubric. All rubrics can be found in the teacher resource section of the Weebly.

**Lesson Documents**

*(Video Tutorials Can Be Found on The Weebly)*



