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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner | | | | |
| Name of Teacher: Mrs. Jessica Dorsey | | | Grade Level: 3rd Grade | |
| Subject Area: Social Studies | | | Cross Curricular Opportunities:  English Language Arts | |
| Unit Title: Landforms | | | Estimated Duration of Unit: 12 days | |
| Overview of Unit: Upon completion of this unit, the students will recognize world geographic features. Students will define and illustrate various landforms and bodies of water. They will demonstrate this through the completion of hands on, interactive activities and projects. | | | | |
| Forms of Text (non-fiction/fiction): various non-fiction/fiction picture books available for independent reading, landform definitions booklet | | | Teaching Strategies: whole-group and small-group instruction, class discussion, technology (video clips), interactive models and activities | |
| Catholic Identity Connections: God created all things and the beauty of creation is a reflection of the Creator’s beauty. We will explore the concept that all features of the earth are a part of creation and that all aspects of creation should be respected. | | | | |
| Assessment (authentic/published - summative/formative): A hands on project and a concept quiz will be used to assess mastery of the unit. | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date of Completion |
| SS.3.G.7 | recognize, define and illustrate world geographic features | Introduce new lesson:   * KWL chart to demonstrate information already known * Allow students to preview landform booklet, then read about the various landforms and bodies of water together * Allow students to color each landform and keep in folders for future reference | KWL Chart  Landform booklet | Day 1 |
|  |  | Video:   * Exploring landforms and bodies of water for kids   <https://www.youtube.com/watch?v=BsqKTJtK_vw> | Computer  Smartboard  Youtube video clip | Day 2 |
| SS.3.G.7 | recognize, define and illustrate world geographic features | Create landform matching game:   * color and cut picture card examples of landforms * cut definition cards for each landform * working in pairs, students will play the match game in which they will try to match the landform definition to the landform picture | Landform picture cards and definition cards | Day 3 |
| SS.3.G.1 | use global information systems to compare and contrast various types of maps (eg, climate, resource, physical, political, road, etc.) | Discuss different types of maps and their purposes (ex: resource maps, road maps, physical maps, etc.) Introduce landform maps and discuss what features can be found on this type of map. Show several examples of landform maps found online. Students will then complete the How to Read a Landform Map worksheet | Computer  Smartboard  Various map examples  How to Read a Landform Map worksheet | Day 4 |
| SS.3.G.7 | recognize, define and illustrate world geographic features | Using information gathered from in class discussions, video clips, matching card game, and landform booklet, students will complete a landform flap book.   * Introduce activity, use extra large construction paper to create flap book by folding each of the longest sides in to meet in the middle of the page. Each side should then be divided and cut into 4-5 sections (depending on the number of landforms taught). * Students will use a template to label each flap with a landform name, write the definition of that landform, and illustrate a picture of that landform | Landform flap book template  Large construction paper | Day 5 |
| SS.3.G.7 | recognize, define and illustrate world geographic features | Students will finish landform flap book |  | Day 6 |
| SS.3.G.3 | label maps to demonstrate knowledge of map skills | As a wrap up project, students will create landform salt dough islands.   * Day 1: Introduce project * Students will use a blank map template to create a map of their salt dough island, being sure to include 3 landforms and 2 bodies of water * Maps will include a map title, map key, and compass rose | Blank map template | Day 7 |
| SS.3.G.7 | recognize, define and illustrate world geographic features | Landform salt dough islands   * Day 2: create island model * Students will use salt dough to build the model of their island on paper plates * model must include three landforms and 2 bodies of water * model must match landform map created on day 1 | Salt dough  Paper plates | Day 8 |
| SS.3.G.7 | recognize, define and illustrate world geographic features | Landform salt dough islands   * Day 3: paint island model | Paint  Brushes | Day 9 |
| SS.3.G.7  ELA.3.W.C9.3 | recognize, define and illustrate world geographic features  write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | Landform salt dough islands   * Day 4: landform island narrative story * students will write a short narrative story explaining how they discovered their island * stories must include the following information:   + name of island, climate, examples of plant and animal life, 3 landforms and 2 bodies of water found on the island, and the relative location of the island (ex: in the Atlantic Ocean close to North America) |  | Day 10 |
|  | All lesson standards previously listed | Students will participate in a Jeopardy review game. This will be used as a way to study vocabulary and main concepts of the chapter to prepare for the unit test. | Review game created at jeopardylabs.com | Day 11 |
|  | All lesson standards previously listed | Assessment:   * Landform quiz | Landform matching quiz | Day 12 |
| Differentiated Instruction Opportunities/Overview: Throughout this unit, students will be working independently, in pairs, small groups and in a whole-group setting. Students who may require reinforcement of lesson concepts will be provided with one-on-one or small group instruction. Students who have mastered the skills will be given the opportunity to complete enrichment activities that will further enhance learning.(Example: students who have mastered the material will be able to further explore different landforms.) | | | | |
| Cross Curricular Opportunities level: | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date |
| ELA.3.W.C9.3 | write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | Students will write a narrative story explaining how they discovered their island. |  |  |
| ELA.3.R.C1.4 | ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. **(CCSS RI.3.1)** | Students will use information found in the landform booklet as a reference when completing various in class assignments. | Landform booklet | Ongoing |
| **Common Core Checklist** | | | | |
| Writing | | | | |
| X | Paragraph | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | |
|  | Summary | | | |
|  | Research | | | |
| X | Detailed answers (text supported) | | | |
| X | Notes (note taking skills, outlines) | | | |
| X | Complete sentences | | | |
| Reading | | | | |
| X | Informational text | | | |
|  | Lexile | | | |
|  | Complex literature |  |  |  |
| X | Speaking | | | |
| X | Listening | | | |
| X | Varied strategies and instructional methods | | | |
| X | Critical thinking in whole class discussion | | | |
| X | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
| X | Smart board | | | |
|  | Computers | | | |
|  | iPads | | | |
|  | PowerPoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| X | Used multiple resources | | | |
|  | Domain Vocabulary | | | |
| X | Cross-Curricular | | | |
| X | Collaborative engagement (meaningful feedback) | | | |
| X | Higher level learning and teaching | | | |
| Assessment | | | | |
| X | Project based | | | |
| X | Writing prompt | | | |
|  | Portfolio | | | |
|  | Observation | | | |
| X | Quiz | | | |
|  | Technology based | | | |
|  | Test | | | |
|  | Student created test | | | |
| X | Presentation | | | |
|  | Journal | | | |
|  | Think, pair, share | | | |
|  | Summary | | | |
| X | Oral questioning | | | |
|  | Analogy | | | |
|  | PowerPoint, or movie maker | | | |
| Authenticity | | | | |
| X | Various activities | | | |
| X | Inquiry, research and evidence | | | |
|  | Evidence of time management and planning | | | |
|  | Problem solving strategies | | | |
| Summary of Unit: | | | | |
| Overall, this lesson was successful. The students were able to make real world connections with the material being presented. The salt dough landform island project was very well received by the students and allowed students the opportunity to demonstrate what they had learned through a fun, hands on activity. | | | | |
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