

Landforms and Habitats

Objective(s): The student will be able to:

- Identify the different landforms and animal habitats.
- Distinguish between the many shapes of landforms and bodies of water.

TEKS:

Science. (2.2) (2.5) (2.9)

Social Studies. (2.5) (2.6) (2.7)

Vocabulary:

- Landform
- Mountain
- Plain
- Valley
- Island
- Peninsula
- River
- Lake
- Forest
- Hill
- Ocean
- Habitat

Materials:

- A social studies box that contains: sculpting clay, construction paper, pom poms, artificial grass, artificial trees, Styrofoam. The box is all blue on the outside which represents the ocean, when you lift the top of the box off, the box opens up into 4 different sections representing the different landforms.
- Animal Pictures: Lion, Deer, Fish, Shark, Turtle, Monkey, Duck
- Landform Name Tags: Island, Mountains, Hill, Plain, Valley, Ocean, Forest, Peninsula, Lake, River
- Magic Grow Capsules: These “capsules” dissolve into the form of an animal when placed inside warm water.

Learning strategies:

1. Students will first be asked prior knowledge questions. For example, can anyone tell me what a landform is? Who knows what a habitat is?
2. Students will write the vocabulary words in their science journals to have a better

understanding of what a landform is.

3. Next, display and open up my box so the students can have a visual picture of the many landforms and bodies of water.
4. I will then pair up the students and have them look at their vocabulary words and use the landform name tags to identify each landform and bodies of water.
5. After the students get a better understanding, I will then have them use the animal pictures to place them in their proper habitat.
6. Then, students will take out their journals and write about what they learned and liked most about the lesson. In their journals, they will have to include a paragraph describing how they were able to distinguish between the many shapes of landforms and bodies of water and what clues they used from their vocabulary words to identify them.
7. Reinforce the main points of the lesson and ask the students to tell me what the purpose of learning about the different landforms and bodies of water are. This way the students know the relevance between learning about habitats and how this connects with landforms. How will this help you for the future?
8. In pairs students will be evaluated while labeling landforms, bodies of water and habitats. I will also walk by the students' desks to make sure they understood the lesson while they are writing in their journals.

Parent/family/community inclusion:

Students can ask parents what type of landform they live on, or they can explain to their parents what they learned. For example, explain why they live on a plain landform. What clues lead them to knowing this

Academic reinforcement/extension:

Students can later create their own landforms and bodies of water using construction paper so they get a feel of social studies and science.

Images

