



#4 Landforms and Homes WWAIPAT (23-24)

Duration: 6 Weeks, 6 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, Science, English

Grades: 2

Planning



Transdisciplinary theme

Where we are in place and time

Transdisciplinary theme focus

- homes and journeys
- orientation in place and time



Central idea

Understanding geography can inform human decisions.



Learner profile attributes

Inquirers



Key concepts

Causation, Connection, Form



Related concepts

Concepts

- **Causation:** landscape
- **Connection:** survival
- **Form:** geography



Lines of inquiry

- The characteristics of Earth's geography (geography, form)
- How landscape can impact where people live (landscape, causation)
- How landscape and geography are connected to survival (survival, connection)



Approaches to learning

Self-management skills

Self-Management Skills

Self-Management Skills (General)

Teaching the ATL skills

SEL Journeys -Social Awareness



Subject standards

Social Studies

Geography

Human-Environment Interaction: Places, Regions and Culture

- GEO 2.4 - Explain how the environment affects people's lives. *(GEO 2.4)*
- GEO 2.5 - Explain how humans affect the culture and environment of places/region. *(GEO 2.5)*
- GEO 2.6 - Identify cultural and environmental characteristics of a place/region. *(GEO 2.6)*

English

Reading: Literature

Craft and Structure

- CCSS.ELA-LITERACY.RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. *(CCSS.ELA-LITERACY.RL.2.5)*

Reading: Informational Text

Craft and Structure

- CCSS.ELA-LITERACY.RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. *(CCSS.ELA-LITERACY.RI.2.4)*

Science

Earth's Systems

Constructing Explanations and Designing Solutions

- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Developing and Using Models

- 2-ESS2-2 Develop a model to represent the shapes of kinds of land and bodies of water in the area.

Obtaining, Evaluating, and Communicating Information

- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Earth's Place in the Universe

Constructing Explanations and Designing Solutions

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.



Connections: Transdisciplinary and past

Library-Students will focus on culture and tolerance. Books we will read to support these concepts are Saltypie- A Choctaw Journey From Darkness into Light, Stepping Stones- A Refugees Family's Journey, A Change of Heart and Muktar and the Camels.



Teacher questions

How do we represent places?

What is geography of the place I live now?

How does that compare to the geography of other places?

How can we describe landforms?

Why do people move from one place to another (push/pull)?

Implementing



Learning experience library



If time... Identify 2 -

Amy Rios

If you could live anywhere in the world, where would you live? And why?
Thinking about the culture, environment and landforms.



Art

Amy Rios

Students observe a variety of landscapes to discover how artists depict places and space.
Students create landscape paintings that using overlapping to show space (form).



Open - Map Exploration

Amy Rios

Make different types of maps available to students to explore.
Flat maps, globes, atlases, Google Maps.



Immerse - Landforms video

Amy Rios



Continent Project Expectations

Amy Rios



Evaluate

Amy Rios

Reflect on your learning and growth during this unit. Some questions to consider:

- What did you like the most about this unit? What could have been done differently?
- What new skills/knowledge did you acquire in the unit?
- Where did you encounter challenges and what did you do to overcome them? What does that tell you about yourself and how you learn?
- What might you want more help with?



Immerse - Where do I live?

Amy Rios

Using the book "Me on the Map"

Identify where we live, room, house, street address, city/town, state, country, continent, planet.

Use Google Earth to zoom in and out.

May have to go home and ask their family to write down their address.

Draw maps of where they live. (room, house, street)

Create their own Me on the Map Booklet.

What are the cultural and environmental features of southeastern CT?

-What activities can we do here? What is the climate in CT?

"Yo en el mapa" - <https://www.youtube.com/watch?v=aFlnQYO8nC0>

From CT Social Studies Standards:

Compelling Question:

- How do maps help us understand our community?

Supporting Questions:

- What are the relative and absolute locations of important places in our town/city such as our school, homes, grocery stores, town/city hall, parks, monuments/memorials, and fire/police stations?
- How are the locations of important places in our town/city and state influenced by the physical geography of our town?
- Where are the memorials and monuments in our town/city and state, and what/who do they remember? What do they look like? How do they make you feel?



PE

Amy Rios



Continent Research Template

Amy Rios



Library

Amy Rios



Gather - Interviews and PebbleGo

Amy Rios

Students interview their family members to find out where their family used to live, what that place was like and why they moved to CT.

Once they know the location, they can use Pebble Go and other resources to learn more about the culture, climate, and landforms of that place.



Create - Pick a Continent

Amy Rios

Create- In groups students pick a continent and explore landforms and how they affect living conditions. Students can use Pebble Go to research.

Student can choose to create a poster, model, news broadcast or advertisement as a group.



Parent Invite for Celebration

Amy Rios

Dear 2nd Grade Families,

You are invited to a curriculum celebration for Where We Are in Place and Time unit. Students will share their Me on The Map books, their collaborative research on a landform, and their posters of a continent.

When: Thursday March 9, 2023

Where: Your child's classroom

Time: 1:45pm – 2:15pm

RSVP: By March 6, 2023

Child's Name _____

_____ Yes, I will attend _____ No, I can't attend



Share -

Amy Rios

Students share their posters by doing a gallery walk. Cross class sharing



Create -

Amy Rios

Students create a board to share where their family is from.

This could include...

A map

Identification of at least two landforms

A flag

Description of the culture and climate of the place

Photographs



Spanish-

Amy Rios



Tech 18-19:

Amy Rios



Explore - Pebble Go

Amy Rios

Social Studies

Continents, Countries, or Maps

Science

Earth and Space Sciences

Earth Sciences

Earth Features, Landforms, All About Water, Earth in Action (quick changes)



Identify

Amy Rios

Where did your family live before they lived in CT? What was that place like (culture, environment, landforms)? And why did your family decide CT was where they wanted to live?

This could be a move from another state or another country. It could be something that the child experienced, or their parents, grandparents, etc...



Continent Outlines

Amy Rios



Explore - Landform Cards

Amy Rios

-match opposites

-categorize (landforms vs. bodies of water)

-play doh to build landforms

-find landforms on a map/globe

-build landforms in snow

-Additional activity-- Live Worksheet students can complete on their headphones

https://www.liveworksheets.com/worksheets/en/Geography/Landforms/Landform_Map_Drop_ec19231q



Resources



[Continent Project Expectations](#)



[Continent Research Template](#)



[WWRIPT - Parent Invite for Celebration](#)



[PebbleGo](#)



[PebbleGo](#)



[PebbleGo](#)



Pebble Go Next

[Landforms in the United States](#)

[Reading Maps](#)

[Continents](#)



Pebble Go Next

[Connecticut](#)

[Northeast States](#)

[All States](#)



[All About Water](#)

-  [What is Earth?](#)
-  [My World](#)
-  [Maps](#)
-  [Climate](#)
-  [Exploring Landforms and Bodies of Water for Kids - FreeSchool](#)
-  [Countries](#)
-  [Landforms](#)
-  [Continents](#)
-  [All about water](#)
-  [Continents](#)
-  [PebbleGo](#)
-  All about water -
<https://site.pebblego.com/modules/2/categories/2969>
-  [https://site.pebblego.com/modules/5/categories/9712?
sq=95521f95acfb78f74495a70ebde8a9fc1b8ce06e5a4b30855123489c9a015e1e](https://site.pebblego.com/modules/5/categories/9712?sq=95521f95acfb78f74495a70ebde8a9fc1b8ce06e5a4b30855123489c9a015e1e) Continents
-  [PebbleGo](#)
-  [LandFormCards.pdf](#)
-  [Landforms](#)
-  [Geography Explorer: Mountains - Educational Videos & Lessons for Children](#)
-  [The Continents for Kids | 7 Continents | Earth Science Kids | Kids Geography | Seven Continents](#)
-  [7 Continents of the World - Geography for Kids | Educational Videos by Mocomi](#)
-  [Geography Explorer: Continents - Interesting and Educational Videos for Kids](#)
-  [YouTube](#)