

Teacher:**Bell/Morris**  Date:**4/21/25-4/25/25** Subject: **Science** Period: **5** Continue

| Week 16 Physical CharacteristicsSS10.1.8Identify land masses, bodies of water, and other physical features on maps and globes.SS10.1.8.3Using vocabulary associated with geographical features, including *river, lake, ocean,* and *mountain* |
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| **Outcome(s)/Objective(s)/I can statement**Students understand that:1. Geography and economics drive the actions of governments and people. 2. People And Events Are Interconnected Over Time And Space. 3. Movement And Settlement Area Result Of Geographic,government,religious, cultural,and economic factors. 4. The purpose intheUnitedStates government is to protect the rights of the people. 5. Whenauthoritybecomesdestructivetopeople'slibertyandfreedom, it's the right the people to alter or abolish that authority. |
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  x | KWL |  |  x Word Splash |   | ☐ Anticipation Guide |  | ☐ Lecture |  | x Graphic Organizer/VLT |   | x Poem, Rhymes, etc. |
|  ☐ | Survey |   |  ☐ Possible Sentence |   | x Think-Pair-Share |  | x Reading |   | ☐ Pictograph |   | ☐ Acronyms/Word |
|  ☐ | First Word |   |  x Concept Map |  | x Vocabulary Overview |   | ☐ Model |   | ☐ Diagram |   | ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  x |  Word Map |   |  ☐ Frayer Model |  | x Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | x Hands-on |   | ☐ Mind Map/Visual Guide |  |  |
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| **Engagement Strategies:**x - Collaborative Group Work ☐ - Writing to Learn  x - Literacy Groups ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ x- Questioning Techniques x - Scaffolding Text x -Classroom Talk x - T.W.I.R.L. |
| **Technology Integration:** ☐ Smart board ☐ Document Camera ☐ IPADS ☐ Mac Books x Computers ☐ Kindles ☐ Interactive Tablets ☐ Digital/ Video Camera ☐ Clickers ☐ ACCESS ☐ Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |



**PROCEDURAL CONTENT (application)**

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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| ***Essential Question*** |  Whatdoyoulikeanddislikeaboutthephysicalcharacteristicsofyour hometown?Whatphysicalcharacteristicsofyourhometownmakeyouwanttostayor move? | Whatdoyoulikeanddislikeaboutthephysicalcharacteristicsofyour hometown?Whatphysicalcharacteristicsofyourhometownmakeyouwanttostayor move? | Whatdoyoulikeanddislikeaboutthephysicalcharacteristicsofyour hometown?Whatphysicalcharacteristicsofyourhometownmakeyouwanttostayor move? | Whatdoyoulikeanddislikeaboutthephysicalcharacteristicsofyour hometown?Whatphysicalcharacteristicsofyourhometownmakeyouwanttostayor move? | Whatdoyoulikeanddislikeaboutthephysicalcharacteristicsofyour hometown?Whatphysicalcharacteristicsofyourhometownmakeyouwanttostayor move? |
| ***Daily Objective(s)******I Can Statement***  | I can tell you about the physical characteristics.. | I can tell you about the oceans and continents. | I can tell you about landforms and physical features. | I can tell you about the climate. | I can tell you about biomes. |
| *Preview* *(Before)**Warm-up- Hook* |  Online Related Media (Explore More): Video “Landforms, Bodies of Water, and Physical Features-1st” Images found online under Explore More |  Online Related Media (Explore More): Video “Landforms, Bodies of Water, and Physical Features-1st” Images found online under Explore More |  Materials Needed: Graphic organizer Climate Around Me | Online Related Media (Explore More): Video “Violin” Audio: Violin Scale. | Online Related Media (Explore More): Video “Violin” Audio: Violin Scale. |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | Article 1Physical characteristics te l us about a place. They include land and water. Climate is also a physical characteristic. Lesson Plan: 1. Review what students previously learned about place. Place tels us what an area is like. 2. Readthe first sentence of the article “Physical Characteristics of a Place” together. Places have physical characteristics. Physical characteristics tel us about a place. 3. Readthe article “Physical Features.” Places have physical characteristics and physical features. 4. Readthe rest of the article “Physical Characteristics of a Place” together. Have the students circle the physical characteristics mentioned in the article. a. Whatare somephysical characteristics? (land, water, climate) 5. Explain that physical characteristics and physical features are what we can see and experience around us. Land, water, and climate are the physical characteristics of where we live. 6. Haveadiscussion about physical characteristics and physical features of your community. Write the students' responses on the board. a. What is it like where we live? (Answers may vary.) b. Whatphysical characteristics do we have in our community? (Answers may vary.) 7. Discuss how physical characteristics in our community/state can be places that we enjoy visiting. a. Whatfun things can we do outside in our community? (Possible answers include: hiking, camping, lakes, etc.) b. List activities that are available and ones the students have been able to participate in. 8. Havestudents share about a physical characteristic in the community that they have been to or would like to go to. a. Is there a physical characteristic in our community that you have been to? That you would like to visit? (mountains, lake, fishing, swimming, hiking, etc.) 9. Havestudents write in their notebooks about the physical characteristic and explain why they like it or would like to go there.Article 2Physical features are the things we see around us. | Article 3Earth is covered by oceans and continents. The waters that cover Earth are oceans. The lands that cover Earth are continents. Lesson Plan: 1. Showaglobe. Have a class discussion about the globe. a. Whatdoyouseeontheglobe? (Answers may vary.) 2. Explain that the globe shows us water and land. 3. Readthe article as a class. a. Whattwothings cover the Earth? (oceans and continents) 4. Explain that continents are the land, and oceans are the large bodies of water. 5. Using a globe, point out the oceans. Explain that oceans cover most of Earth. There are five oceans: the Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean. 6. Point to the continents. Explain that there are seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America. Point out to students that the United States is part of North America. 7. Showthe mapoftheworld in related media. Discuss the oceans and continents. 8. Use the graphic organizer Oceans and Continents. Instruct the students to color the continents green or brown and the oceans blue. Have the students label the continents and oceans. a. Whenfinished, students wi l glue their graphic organizer in their interactive notebooks.Materials Needed: Globe Graphic organizer Oceans and ContinentsArticle 4 The world has many bodies of water. Oceans are bodies of water. Lakes and rivers are bodies of water. Lesson Plan: 1. Review what was learned about physical characteristics. Physical characteristics tel us about a place. They include land and water. 2. Watchthe video “Landforms, Bodies of Water, and Physical Features-1st.” Have students watch for one landform or body of water they have seen or visited. a. What landform or body of water from the video have you seen or visited? (Answers may vary.) 3. Landforms and bodies of water are physical characteristics of a place. 4. Readthe article “Bodies of Water” together. Have students listen for bodies of water mentioned in the article. a. Whatbodies of water did we read about? (oceans, lakes, rivers) b. Haveyouever been to one of these bodies of water? (Answers may vary.) 5. Bodies of water are physical characteristics. Have the students point to the water in the image in the student edition on page three. Have them point to the water on the globe with their other hand. Make the connection that the water we see on the globe is the water we see al around us. a. Whatbodies of water do we have in our community? (Answers may vary.) b. Whatbodies of water do we have in our state?(Answers may vary.) 6. Readthe article “Landforms.” Have students listen for different landforms. a. What landforms did we read about? (continents, mountains, hills) b. What landforms do we have in our community? c. What landforms do we have in our state? 7. Havethe students point to the land that the boy is standing on in the image in the student edition. Have students point to the land or continent on the globe with their other hand. Make the connection that the land we see on the globe is the land that welive on and stand on. 8. Create a T-chart on chart or butcher paper, labeling one column “Bodies of Water” and one“Landforms.” 9. Showthe images of landforms and bodies of water in related media. a. Havethe students stand if it is a landform and stay seated if it is a body of water. Write their answers on the T-chart. 10. Use the graphic organizer Landforms and Bodies of Water. Students wi l draw and label two landforms and two bodies of water. a. Whencomplete, have students glue the graphic organizer in their notebooks. Materials Needed: “Bodies of Water and Landforms” T-chart Place: Physical Characteristics | Week 16 Graphic organizer Landforms and Bodies of Water | Article 5Landforms are big areas of land. Continents are landforms. Mountains are landforms. Hi ls are landforms.Article 6Climate is weather that happens over a long period of time. Temperature is part of climate. Climate tels how much rain, snow, and wind there is. Lesson Plan: 1. Watchthe video “Weather and Climate.” a. Divide the students into groups. Have half of the groups listen for what weather is. Have the other half listen for what climate is. After the video, give the groups time to discuss what they heard. Have one person from each group share. i. What is weather? (Possible answers include: what happens day to day; it’s raining today, but it will be sunny tomorrow, etc.) i. What is climate? (Possible answers include: weather over a long period of time, snow in the winter, hot in the summer, etc.) 2. Readthe article and have students listen for the word climate. Have students share what they heard about climate. a. Whatdid wereadabout climate? (weather that happens over a long period of time, temperature, rain, snow, wind, etc.) 3. Explain that weather is what we experience every day. The weather tels us what to wear that day or what activities we can do. Climate is the weather over time. 4. Havestudents look at the climate map in the student edition. a. What is the title of this map? (Climate Map of North America) b. Find the key/legend. The key/legend on this map shows us the different climates of our continent, North America. i. What color do you see the most? (dark pink) The key/legend says that the dark pink color means a continental climate. (See explanation of dry climate in Notes for Teacher section.) Place: Physical Characteristics | Week 16 i. 16.9 What color do you see the least? (yellow) The key/legend says that yelow means dry. (See explanation of dry climate in Notes for Teacher section.) 5. Haveadiscussion about your climate. Have students point to the area of your state on the climate map. i. i. What color do we see around where we live? What does that mean? (See explanation of climates in Notes for Teacher section.) Howdoes our climate affect how we live? (Answers may vary.) 6. Discuss the weather and climate of your community. Ask students to describe the weather in your community in each season. a. Is the weather the same every day? b. Whendoesit change? 7. As aclass, identify activities that you can do each season in your climate. 8. Identify what is given up/gained during each season (for example: swimming in summer, no sledding in summer, etc.). 9. Explain why certain activities can only take place during a certain season. 10. Use the graphic organizer Climate Around Me. a. Havestudents share, and then glue it in their notebooks. Materials Needed: Graphic organizer Climate Around Me | Article 7Abiome is where plants and animals live together and help each other survive. A biome has its own climate. Lesson Plan: 1. Readthe article, and have students circle the word “biome.” 2. Explain that biomes are large areas that have the same animals and plants. The plants and animals in a biome live together and help each other to survive. Biomes also have the same climate. That means they have the same weather over time. 3. Haveadiscussion about plants and animals that grow and live in your state. a. Whatplants grow in our community/state? (Answers may vary.) b. Dothose plants look the same al year? (Possible answers include: leaves falling, grass turning colors/covered in snow, etc.) c. Whatanimals live in our community/state? (Answers may vary.) 4. Havestudents study the biome images in the student edition. Name and discuss each biome. 5. Havestudents take out their notebooks, and do the folowing: Place: Physical Characteristics | Week 16 16.10 a. Havestudentscutouttheimagesofbiomesandgluethemintheirnotebooks. b. Havethemthinkabouttheplantsandanimalsineachbiomeanddiscuss theseasaclass. c. Showtheimagesofanimalsinrelatedmedia,andhavestudentsguessin whichbiomethoseanimalslive. d. Havethemlookattheimageanddescribewhattheythinktheclimateislike. 6. Directstudentstopickabiome. a. Havethestudentswriteanarrativeaboutwhat itwouldbeliketoliveinthat biomeintheir interactivenotebooks. i. Whatwouldyoudo? ii. Whatanimalswouldyousee? iii. Whatwouldtheclimatebelike? b. Givestudentstimetosharetheirstories. | ReviewAssessment |
|  Small Groups |  |  |  |  |  |
| *After/Homework* |  |  |  |  |  |
|  | **Assessment (Formative):** xClass work ☐Notebook XHomework ☐quizzes ☐Tests XComputer activities XCollaborative work ☐ Project/ Other: |

**Assessment (Summative):** xQuizze**s** ☐T**ests** ☐Group activities **☐** Project based **x** Other:

**Summarizing****:** x 3-2-1 ☐ Ticket out the Door x The Important Thing ☐ Cue Cards x Teacher Questions ☐ Student Summary ☐ Other: