

Strand: Earth/Space Science

Theme: Landforms

Purpose for Reading: To build knowledge of the natural land and water features on Earth.

Comprehension Strategies: Making connections to the world, recognizing factual text structures, synthesizing, extracting information, comparing and contrasting.

Vocabulary

Dictionary Words: lake, mountain, ocean, plain, river, stream

Vocabulary Words: animals, cornfields, crops, forest, grass, peaks, snow, summit, waterfall, wave, year

High-Frequency Words: all, be, big, from, get, has, have, may, not, of, people, that, there, they, two, very, with, your

Before Reading

- Invite students to share what they know about land and water on Earth. Make a list of words associated with Earth's land and water.
- Read the title and ask students to describe the land and water in the photo. Add the words *river* and *stream* to the list if needed.
- Turn to the title page. Ask students what this type of image is called. *What does this map show?* Add the word *ocean* to the list if needed.
- Explain to students that this book is about different land and water features on Earth.

Introduce the Picture Dictionary

- Have students turn to the picture dictionary.
- Read and discuss the labels. Have students describe what they see in each photo. Have them

identify the land and water features. Add words to the list.

Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and discuss the name of this land feature. Read the label and discuss what the word *summit* means. Read the caption and ask students to describe what they think it would be like to climb a mountain like Mt Everest. Add words to the list.
- Pages 6–7: Ask students to describe the photo. Read the caption and discuss the differences between mountains and hills. Ask students whether there are any mountains or hills where they live. Add words to the list.
- Pages 8–9: Invite students to look at the photo and describe the land. Ask them if the background contains hills or mountains. Discuss the word *valley*. Draw a picture of mountains on the board and show the valley between. Add words to the list.
- Pages 10–11: Ask students to look at these pages and discuss what they see. Read the caption and label. Discuss the differences in appearance of parts of the plain. Read the title of the map. Discuss the key and read the map. Add words to the list.
- Pages 12–13: Ask students to discuss what they know about oceans. Discuss the difference between deep and shallow water. Discuss the map on page 12. Ask students what they can tell about oceans by looking at the map. Add words to the list.
- Pages 14–15: Have students describe the photo on page 15. Ask them how streams and oceans are

different. *Is the water in a stream fresh or salty?* Ask what other bodies of water are found inland. Prompt students to rivers and lakes. Discuss what each is. Add words to the list.

Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Have students read the dictionary words.
- Turn to pages 4–5. Have students read this page independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Walk through the book and prompt students to recall places they know that share these land or water features. Make a chart to link things from the book to places students know.
- As students walk through the book, prompt them with questions such as, *What might it be like where the ocean meets the land?*
- Have students discuss the similarities and differences between mountains and hills, oceans and rivers, valleys and plains.

Vocabulary and Word Recognition

- Turn to page 5 and discuss the abbreviation *Mt* for *Mount*. Show other common abbreviations. For example, *Mr*, *Mrs*, *St*, and *Rd*.
- Have students find the word *land* in the book. Tell them to find a smaller word within *land*. If they show *an*, ask them to see if they can find a bigger

word (*and*). Ask a student to make the word *and* on the board using magnetic letters, saying it as they do. Place the letters, *b*, *h*, *l*, *s*, and *t* at the top. Ask the student to quickly add a letter to make *land*. Change it to make *hand*. Change it to make *band*. Change it to make *sand*. Ask the students which two letters they need to make *stand*. Have students slowly articulate the two letters and tell you what they hear.

Oral Language

Have students work with a partner and choose one page of the book to discuss in detail. Have them read it aloud together, and then discuss all the things they know about that landscape feature. They should use words from the book in their discussion, as well as any extra information they know.

Writing

Have students choose two things from the book and make their own *Similarities* and *Differences* chart.

Creative Extension Activities

- Have students design their own mini landscape using modeling clay or playdough, and sticks, leaves, grasses, pebbles, blue craft paper, etc.
- Have students draw themselves wearing appropriate clothing at each of the places in the picture dictionary.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activity on page 16.
- Complete the photocopiable sheets.

Name: _____

Choose a place from the book that you would like to visit. Draw a picture of this place in the box.

Give five reasons why you would like to visit the place.



1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Choose two places from the picture dictionary.

Draw each place below. Use information from the book to write a sentence about each place.




