



# Our Earth - Landforms

# Warm Up



If S can't complete ANY tasks, switch to a lower entry point. If S struggles with a task, stop here and skip to next slide.

**Do a level-appropriate warm-up.** S and T discuss the picture. S uses complete sentences. **(L2U7)** S uses multiple sentences and mostly correct verb forms **(L2U10)**. S compares and contrasts the two foods in mostly correct grammar (T asks guiding Q's) **(L3U1)**. S tells a food-related story (topic given by T), using compound sentences and past tense. **(L3U4/L4U1)**

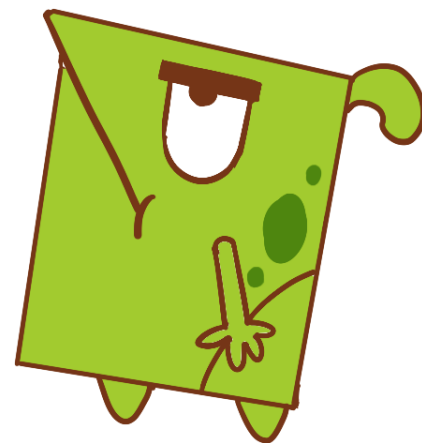
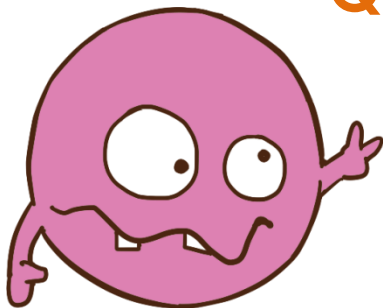
# Dino's Weekend



Dino goes to the park with his friends on the weekend. They play football in the park. In the afternoon, Dino and his friends buy ice cream and cold drinks, because the weather is very hot. Later, they see a movie in the cinema.

Question Time!

Where... Who... What...  
Why... When...



If S can't complete ANY tasks, switch to a lower entry point. If S can't complete L3U1 task, stop here and switch to a suitable entry point. S reads the passage. S struggles with most words longer than 4 letters (L2U7). S struggles with a few longer words (L2U10). S reads and re-tells the story with no or little assistance from T, mostly using correct grammar (L3U1). S is able to talk about a fun day with his/her friends using past tense (L3U4/L4U1).





A scorpion was sleeping under a rock on a hot day in the desert.

At night time when the weather became cooler, the scorpion woke up and started looking for food.

It looked for bugs, mice and little birds.

A leopard was chasing a deer. The deer ran fast, but the leopard was still faster and caught the deer.

It climbed a tree to get away from other animals who wanted to steal its food. It came down to hunt for food at night.





# Have you ever done sports in these places?

Engage



TD: Have S think of their previous experiences about doing sports outside. Have you ever been fishing at a lake or ridden the waves in the Atlantic Ocean? Have you ever hiked up a mountain or swum in a river? Maybe you've just ridden your bike down a steep hill in your backyard.





If you've done any of these sports, you've experienced first-hand the different **landforms** around you.

# Landforms

Have you ever noticed that there are many different places on Earth?



# Landforms

Have you ever noticed that there are many different places on Earth?



island



marsh

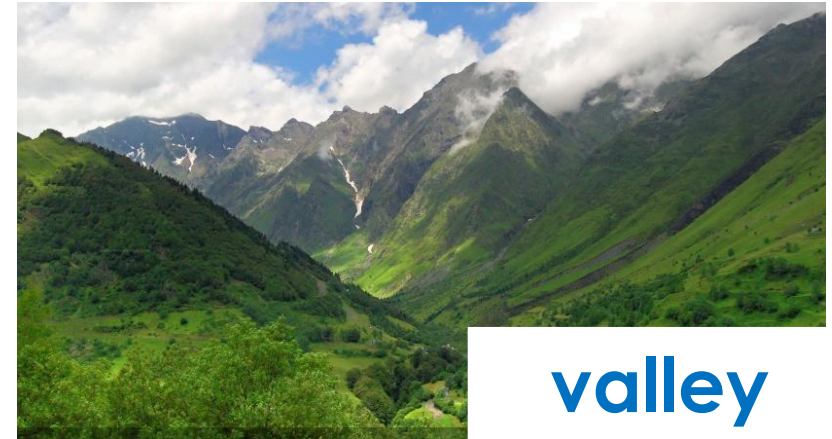


cliff

Landforms are natural features of the earth's surface; for example, mountains, plateaus, valleys, plains, hills, deserts, caves, canyons, marshes, and glaciers are all landforms.



-What do you see?  
I see a/an \_\_\_\_\_.



TD: Model vocabulary word and have student repeat. Ask student, What do you see? Have student answer, I see a/an \_\_\_\_\_. Use the amount of support student needs to be successful (I do, we do, you do model). Extensions: discuss attributes of the different land forms (pointed, round, dry, high, hot, cold...), also identify images as photographs, not drawings.

# Here are four common landforms on Earth.



TD: Re-introduce the word 'landform.' Tell students that these are photographs of some of the landforms on Earth. Ask S to read with you the different landforms on this slide.



# -What is this?

## This is a/an \_\_\_\_\_.



peninsula



island



cave



volcano

T: Model vocabulary word. Ask student, What is this? Student answers say, This is a/an \_\_\_\_\_. Extensions: discuss attributes of the different land forms (pointed, round, dry, high, beautiful, hot, cold...), also identify images as photographs not drawings.



# -What is this?

## This is a/an \_\_\_\_\_.



**cliff**



**plain**



**hill**



**valley**



**cave**

T: Model vocabulary word. Ask student, What is this? Student answers say, This is a/an \_\_\_\_\_. Extensions: discuss attributes of the different land forms (pointed, round, dry, high, hot, cold...), also identify images as photographs not drawings.



# Discussion

1. What kinds of **landforms** can you see on the map?



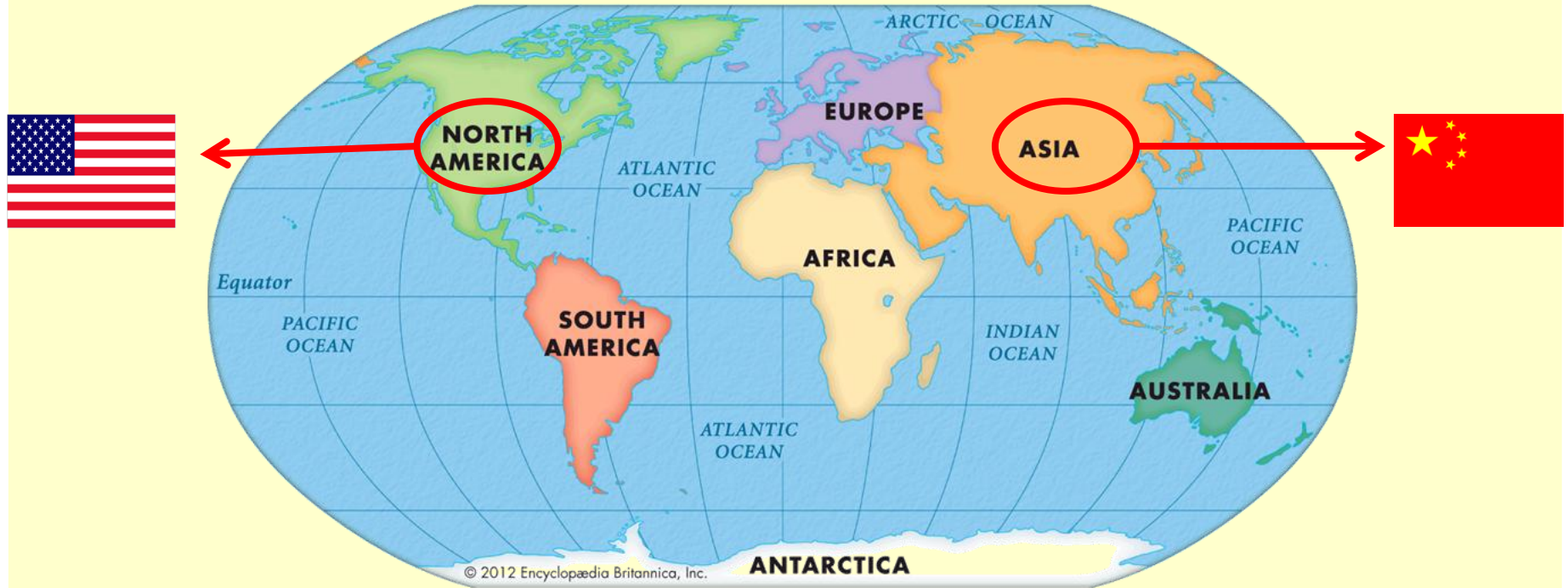
2. What kinds of **landforms** can you see in your hometown or country?

TD: Have S identify the landforms in the map and freely talk about the landforms in their hometown.

# World Map

Explain

**continent:**  
large piece of land



There are **seven continents** in the world: Asia, Africa, North America, South America, Antarctica, Europe, and Australia (from biggest to smallest). Europe and Asia are **connected**. The other continents are mostly **separated**.

TD: Read slide with student. Ask student to tap out (clap out) the word continent. Make sure he or she correctly identifies 3 parts in the word reminding student that each part of a word has at least one vowel. Have student also identify the vowels in the word. Review short vowel sounds.

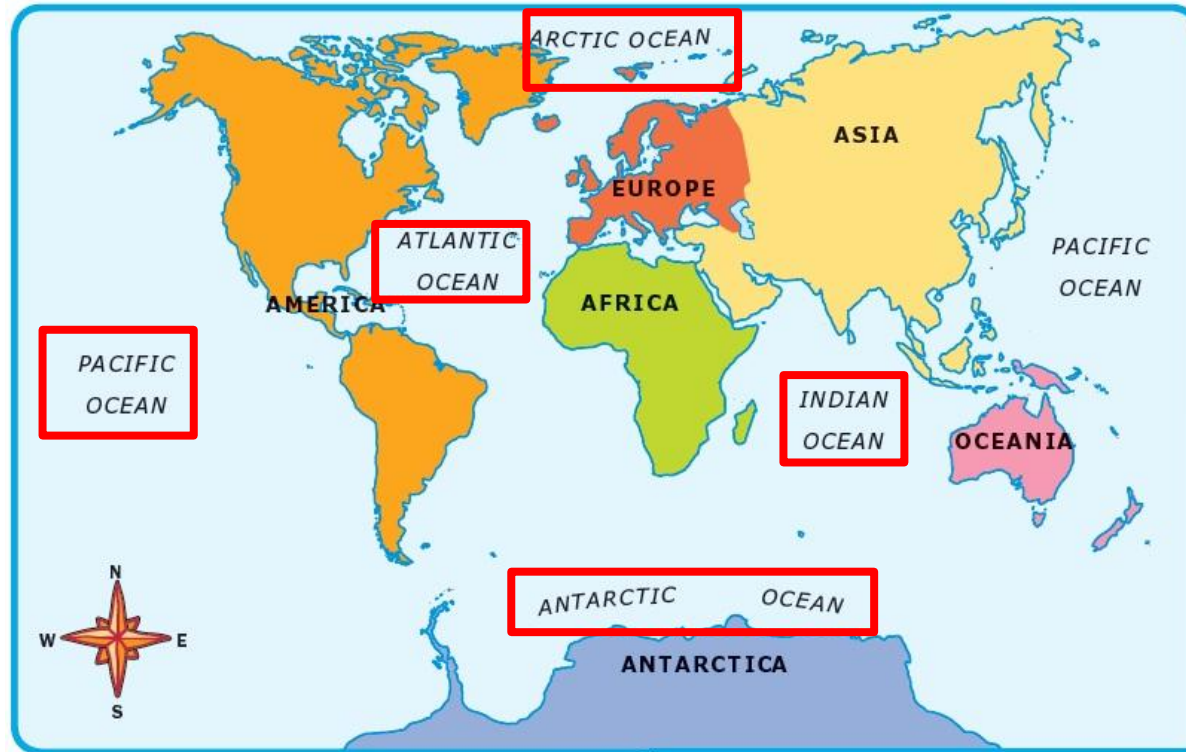


# However, a very long time ago...

[Explain](#)

All of the land on Earth was **connected**.  
Scientists think it looked like this.

Now, 5 oceans separate the pieces of land.

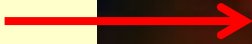


What separates the continents?

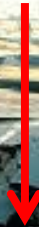
# Nature's Power

Explain

volcanos



earthquakes



erosion



All of the landforms on earth now **were** created in different ways by the power of nature and natural change.



# Nature's Power

Nature's power comes from wind, rain, **earthquakes**, **volcanos**, and **erosion**.



wind



rain

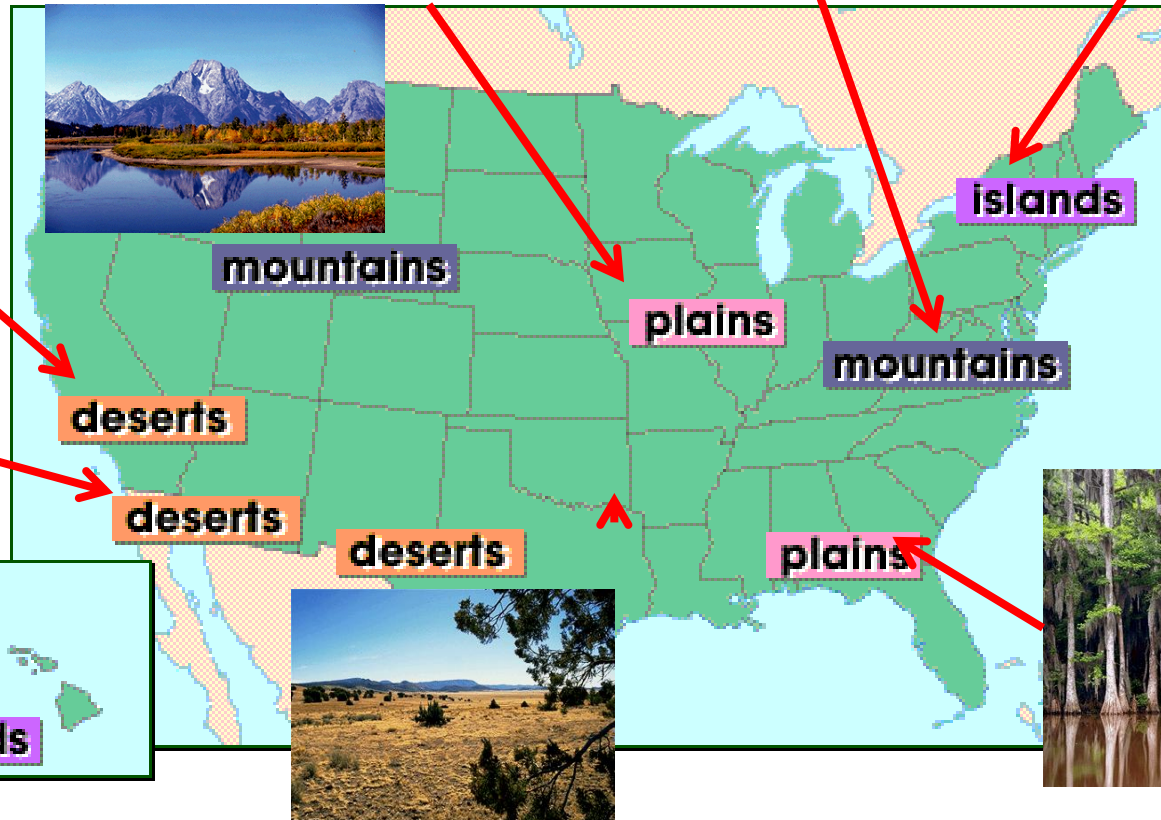


volcanos



erosion

# Landforms in the United States







# Grammar Corner

Elaborate

**Where** do you want to go? **Why** do you want to visit there? **When** are you going to visit? **How** are you going to get there? **Who** do you want to go with?



TD: Have S quickly think and talk about the questions above.





# Match the question word with the correct sentence.

**How**      **Who**      **When**      **Where**      **Why**      **What**

1. \_\_\_\_\_ is going to take me to school today?
2. \_\_\_\_\_ do you get up each morning?
3. \_\_\_\_\_ is your favorite landform?
4. \_\_\_\_\_ is it important to learn English?
5. \_\_\_\_\_ do you get to school? (taxi, car, bike)
6. \_\_\_\_\_ do you want to travel? (place)

# The “ch” Sound

“All of these places were created in different ways by the power of nature and natural **change.**”

ch	ch
beach	change
catch	China
teach	child
lunch	chart
touch	check

TD: Have S read the sentence out aloud. Explain the rule of the “ch” sound. Have S read the words following the teacher, then read them by themselves.

# Sight Words

Explain

as

then

when

could

were

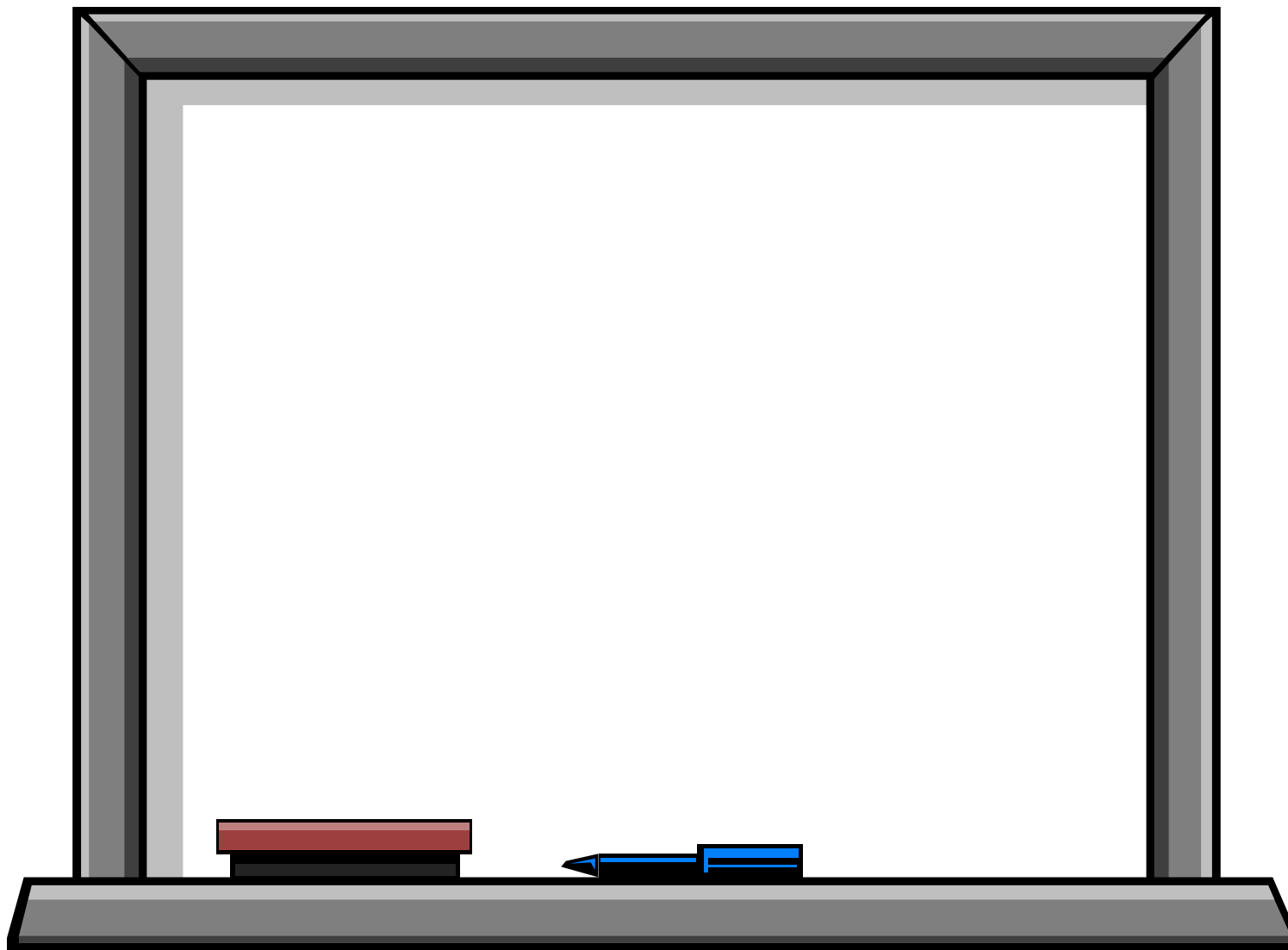
during

## Read the words!



# Building the Word Bank

Elaborate



TD: Say: We are ready for some reading and writing practice. You have 4 sight words and one content word today to write in the word bank. I will say each word, then I want you to write the word on your whiteboard. We will make corrections before you use them in your quick write. Dictate words: when, could, then, under, landform. If there are any struggles assist student using syllables to identify number of “parts” in each word. Remind student that each word part has at least one vowel. When correct, practice any words that were difficult. Praise student.

# Homework Help



TD: Assign S homework, located after the Goodbye Slide. Briefly introduce the HW to S by giving clear instructions of how to complete each slide.





# Landforms

Have you ever noticed that there are many different places on Earth?



peninsula



marsh

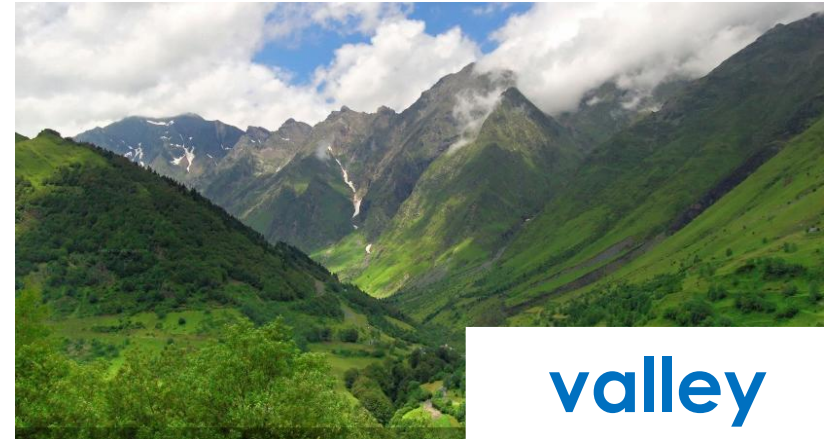


cliff

Landforms are natural features of the earth's surface, for example; mountains, plateaus, valleys, plains, hills, deserts, caves, canyons, marshes, and glaciers are all landforms.

Look at the pictures and introduce the definition of landforms.

-What do you see?  
I see a/an \_\_\_\_\_.



Ask and answer the questions based on the pictures. Then discuss how different the landforms are (pointed, round, dry, high, beautiful, hot, cold...).

# -What is this?

## This is a/an \_\_\_\_\_.



peninsula



island



cave



volcano

Ask and answer the questions based on the pictures. Then discuss how different the land forms are (pointed, round, dry, high, beautiful, hot, cold...).



# Nature's Power

Lesson 1-4

Nature's power comes from wind, rain, **earthquakes**, **volcanos**, and **erosion**.



wind



rain



volcanos



earthquakes



erosion

Identify the two landforms in Africa, then choose how they are formed. Explain why you think so.



# Grammar Corner

Lesson 1-5

**Where** do you want to go? **Why** do you want to visit there? **When** are you going to visit? **How** are you going to get there? **Who** do you want to go with?



Answer the questions above.

# The “ch” Sound

“All of these places were created in different ways by the power of nature and natural **change.**”

ch	ch
beach	change
catch	China
teach	child
lunch	chart
touch	check

Read the sentence out loud, then review the rule of the “ch” sound. After that, read the words in the boxes as clearly as you can.