

## Extended Activities for Standard 3.1

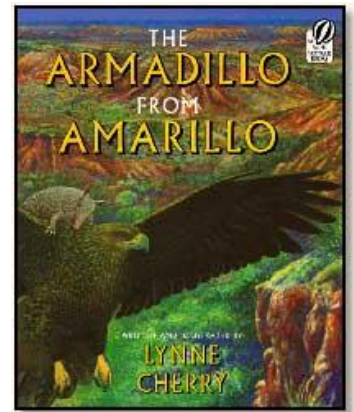
- Sing some geography songs. (Refer to Handout EA #1)
- Write a Landform Poem (Refer to Handout EA #2)
- Complete a Landform Story Board (Refer to Handout EA #3)
- Compose an acrostic poem for *San Diego*. The poem should use words and phrases that describe the area's geographical and human-made features.
- After viewing art prints of landscapes, students create their own crayon and watercolor compositions depicting the natural landscape of the local region.
- View aerial photographs of San Diego to locate and identify physical features.
- Study a topographical map of San Diego and a map of another region in California. Record similarities and differences on a Venn diagram.
- After a walking field trip of the surrounding area, make a class scrapbook of illustrations and photographs complete with descriptive captions.
- Describe and explain how the local environment changes as seasons change.
- Challenge students to find the highest and lowest elevations in California, the United States, and the world.
- Read *Mojave* by Diane Siebert. The book uses beautiful prose to describe the physical characteristics of the Mojave Desert in California. Using the format of the text, help students create a class book describing the local region.  
Procedure: Read *Mojave* without telling the title of the book or showing any of the pictures, including the cover. If desired, have the students “sketch” any of the landforms or physical features they hear mentioned in the text. Ask students to describe the physical landscape and share any of their drawings. Can you tell the location of the story? Point out the Mojave Desert on a California map.

Create a choral reading of *Mojave*. Retype the text of the story or duplicate the written pages of the book. Divide the poem so each student has a part to read. If desired, have students illustrate their part of the text, or show the original illustrations. Color transparencies on the overhead projector are especially effective.

Using the format and rhythm of the Siebert text, select physical characteristics from the local region to include in a new text. Divide the students into groups and have each group create prose and illustrations for different physical features. Use colored chalk, craypas, or colored pencils. Assemble into a book.

### Shared Reading of *The Armadillo From Amarillo*

To introduce the concept that every place on earth has its own physical characteristics, read aloud *The Armadillo From Amarillo* by Lynn Cherry. Ask students to predict what they think the story is about. (An armadillo leaves his home to find his place in the world.) Tell students to listen for why the armadillo leaves his home and to look at the illustrations for examples of landforms and water bodies (physical geography features). After the reading, students list the places that Sasparillo the Armadillo passed on his journey. Locate these places on a map of the United States. Ask the students if this story is fact or fiction. Review the Author's Notes at the end of the book. Differentiate the geographic fact in the story from the fantasy.



During a second reading of the book, have students point out features in the illustrations:

- soil and leaf litter (fallen leaves which decay to form humus)
- river or stream, lake or pond, beach (sandy edge of lake)
- meadow (or prairie/grasslands) of Texas bluebonnets (their state flower)
- woodlands, shrubland
- plains (flat area underlying San Antonio); hills
- canyon or valley (made by river)
- bluff, cliff, butte or tower made by weathering (breakdown of rock) and erosion (carrying rock materials away by water and wind)
- sedimentary layers of rock - explains to students that soft rocks weather and erode more easily, hard rocks remain as the landforms we see.

In the view of the North American continent (or on a map of North America), point out: the coastline of the United States (shaped by the ocean waves), the Sierra Nevada and Rocky Mountains, the green plains of the Mississippi River Valley, the Great Lakes, the archipelago of Caribbean islands east of Cuba, the Gulf of California and Gulf of Mexico, the isthmus of Panama connecting with South America, Hudson Bay, the glacier or ice cap on Greenland, the Mississippi River and Rio Grande deltas, where the land juts out because of rivers depositing silt and other soils, the oceans, peninsulas of Florida and Baja California.

### Physical Features Postcard *The Armadillo From Amarillo*

Have selected students read the postcards aloud that Sasparillo the Armadillo sent to Brillo, his armadillo friend in the Philadelphia Zoo. Analyze the format and punctuation of the front and back of each postcard.

- Have students write a 4" x 6" postcard to Sasparillo telling him what they have learned about their place in the world and describing the local physical features using concrete sensory details to present and support unified impressions of the place. (Writing Application Standard 2.2)
- The text should show an awareness of the knowledge and interests of the audience and establish a purpose and context. (Writing Application Standard 2.3 a)
- The left side of the postcard should also include the date, proper salutation, body, closing, and signature. (Writing Application Standard 2.3b)
- Students should punctuate dates, city and state. (Written Language Conventions 1.5)
- Students should use commas in the date and address. (Written Language Conventions 1.6)
- On the front side of the postcard, students draw a local landform or scene showing the physical features of the region.

# Post Card Scoring Guide

	<u>Points Possible</u>	<u>Points Earned</u>
<b>Content</b>		
3 line address to Armadillo at the Philadelphia Zoo	1	
Date	1	
Salutation – friendly letter	1	
Body – describe your place in the world and local physical features	3	
Awareness of audience knowledge and interests	1	
Closing – friendly letter	1	
Signature	1	
Stamp – appropriate postage	1	
Picture on front side with a local landform or a scene showing local physical features	2	
<b>Mechanics (Written Conventions)</b>		
Punctuation of dates, addresses	2	
Use of commas in date and address	2	
Spelling	2	
Neatness	2	
<b>Total:</b>	<b>20</b>	

## Post Card Rubric

<u>Descriptors</u>	<u>Score</u>
<b>Contains all the required elements of the prompt;</b> many descriptive words of place used; refers to at least 3 physical features of the local region; uses postcard format; few misspelled words; organization of information is logical; illustrations are detailed and neatly executed; date and address are punctuated properly	<b>4</b>
<b>Contains most of the required elements of the prompt;</b> some descriptive words of place used; refers to at least 2 physical features of the local region; postcard format may have a missing element; some misspelled words; organization may lack some sequence; illustrations may lack specific detail; some errors in the punctuation of the date and address	<b>3</b>
<b>Contains some of the required elements of the prompt;</b> few descriptive words of place used; refers to at least 1 physical feature of the local region; postcard format may have several missing elements; many misspelled words; sentences may ramble; illustrations lack details and neatness; several errors in the punctuation of the date and address	<b>2</b>
<b>Contains few of the required elements of the prompt;</b> few or no descriptive words of place used; refers to a physical feature that may not be from the local region; not written in postcard format or has many missing elements; misspelled words interfere with understanding; incomplete sentences or phrases used; illustrations incomplete or lack clarity; multiple errors in the punctuation of the date and address	<b>1</b>

Refer to Grade 3 Writing Application Standards 2.2 and 2.3 and Written Language Conventions Standards 1.5 and 1.6

## **Singing Geography**

### **The Continent Song**

(sung to the tune of “Clementine”)

**North America  
South America  
Across the Atlantic  
To Africa  
Europe, Asia  
Down to Australia  
And finally, Antarctica.**

### **Seven Continents Song**

(sung to the tune of “Brother John”)

**There are seven,  
There are seven,  
Con-ti-nents, Con-ti-nents  
Europe, Asia, Africa,  
North and South America,  
Australia,  
Antarctica.**

### **Continents of the World**

(sung to the tune of “This Land is Your Land”)

**This world is your world,  
This world is my world,  
From South America  
To Asia and Africa  
From North America  
To Europe and Australia,  
This world belongs to you and me.**

### **Earth’s Four Oceans**

(sung to the tune of “My Bonnie Lies over the Ocean”)

**Atlantic is one of our oceans;  
Pacific and Indian, too.  
The Arctic is often forgotten.  
I’ll try to remember, won’t you?  
Arctic, Atlantic, Pacific and Indian too  
Earth’s four oceans;  
I’ll try to remember won’t you?**

## Landform Poem

**Write a poem to describe one of the landforms of the local region.**

**Line 1** \_\_\_\_\_  
**Name of the landform**

**Line 2** \_\_\_\_\_  
**A phrase that describes the landform**

**Line 3** \_\_\_\_\_  
**Another phrase that describes the landform**

**Line 4** \_\_\_\_\_  
**A place(s) that this landform can be found**

**Line 5** \_\_\_\_\_  
**Name of the landform**

**Example:**

**Glacier**  
**Great mass of ice**  
**Slides down a mountain or valley**  
**Located in the Arctic region**  
**Glacier**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Landform Storyboard

Type of Landform	Definition	Illustration	Names of Places