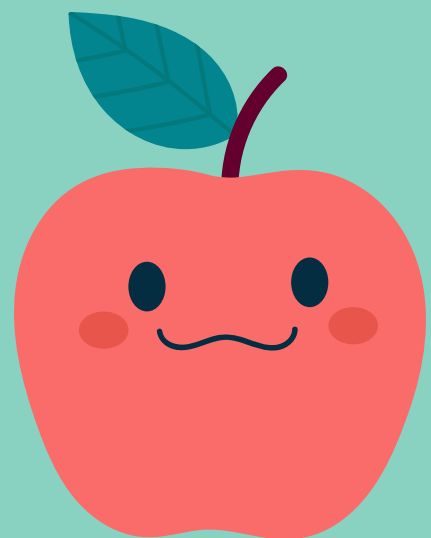


ALBERTA GRADE TWO

BODIES OF WATER LANDFORMS

STUDENTS EXPLORE THE DIVERSE PHYSICAL
REGIONS OF CANADA.



LESSON PLAN



DAY

1

PWIM

1

Semantic
gradient

2

Co-mapping

2

Co-Reading

3

Features and
resources

4-7

Project

PWIM PICTURE WORD INDUCTION MODEL

DAY 1

- Show the picture
- Ask what students see
- Write down all the vocabulary they mention

- Show a new picture
- Groups give it a title
- Groups write down all the vocabulary they see

SEMANTIC GRADIENT

DAY


1



Give groups the vocabulary




Groups arrange bodies of water from smallest to biggest (left to right)




Extension 1: groups place the words where they are found, highest to lowest (top to bottom)



Extension 2: Groups add and place their own words that fit



Check-in: show three words out of order, class decides the correct order.



Note making: in groups they write/draw everything they know about 3 of the words.

CO MAPPING

DAY

2

- Show a map of Canada
- As a class add key vocabulary
- Groups draw a rough map of Canada

- Groups place vocabulary according to parameters given
- Frayer model: one word/group
- Hot Seat game

CO READING

DAY

2

- Read a song that includes the vocabulary
- Go over a couple key words with the class
- Choral read the song, have students whisper read, and read to a partner.

- Groups take notes on the song's vocabulary
- Consolisation: go over big ideas – teacher scribe
- Jigsaw: students team write about the landforms

FEATURES AND RESOURCES

DAY 3

- Show a map of Canada
- Groups draw a rough map of Canada
- Groups use an official map to add cities and landforms to their group map

- Groups divide their boards into "Local" / "Across Canada"
- Groups discuss and add words and pictures to the correct side of the board
- Consolidation: Teacher scribe and note making

PROJECT

DAYS 4-7

- Groups are given a city
- They locate it on the map and select pictures and words of landforms and resources found near this city
- Gallery Walk, students find commonalities between cities

- Students pick a city to report on
- Students create a 'who should win poster' with their Chosen City v. The School Community
- Students create local news videos reporting on the comparison



Pwim

Showing these pictures allow students to access the vocabulary visually before starting the hard work of learning about it.

LAKE – RIVER – OCEAN – BAY



SEMANTIC GRADIENT

Students get to think critically about the words building their understanding and incorporating prior knowledge before trying to access the word in a large group, in reading or trying to write about them.

LAKE – RIVER – OCEAN – BAY
MOUNTAIN – PRAIRIES –



CO MAPPING

Students start to associate places, landforms and resources.

1. Groups place key words on the map.
2. Frayer model: each group has one of the words below to Define / Draw / Example / Personal Connections
3. Hot Seat: The class gives clues to help a student guess the word.

LAKE – RIVER – OCEAN – BAY
MOUNTAIN – PRAIRIES – GREAT LAKES
– ARCTIC – FISH – FORESTS –
MINERALS – OIL AND GAS