Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
First	**Writing**	**N/A**	**Physical Geography--"Inverted Land & Water Forms"**

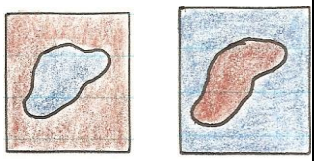
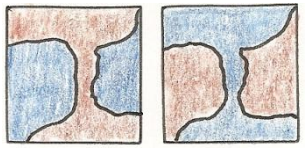
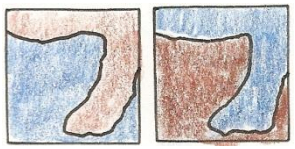
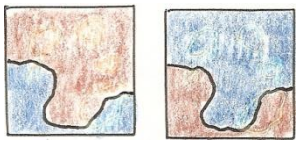
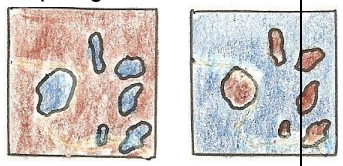
Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five, 20-30 minute, small group lessons w/time for follow-up and research	Beginning of the year/approx. 6-8 weeks—These are the first lessons of Physical Geography curriculum	• To sit attentively for 20-30 minutes during lesson presentation • K-1 reading & decoding skills preferred • Some previous knowledge and/or experience with Montessori globe, and puzzle maps

Unit Description

The Montessori geography curriculum is composed of nine broad units or areas, which comprise a three year cycle of study and learning. For the 1st grade student, this area of study begins with the first unit in physical geography--the study of inverted land and water forms. This unit prepares the student for subsequent landform units of study which immediate follow this work. They are the parts of a mountain, parts of a river, and studies of more advanced land and water forms (water ways). The aims of this unit are to provide an impressionistic demonstration of the relationship between land and water; to offer the land and water contrast as the principle distinction in most maps, especially globes; and the provide a physical model that links the symbolic representation of maps and globes to actual land forms.

Strand(s), Concept(s), and PO(s)	**W01-S3-C2-PO1** **Strand 3:** Writing Applications *Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.* **Concept 2:** Expository *Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.* **PO 1.** *Participate in creating expository texts (e.g.**,** labels**,** lists, observations, journals, summaries) through drawing or writing.*
Summative Assessment	The Summative Assessment consists of an Individual Inverted Landforms Booklet for each student. Students will be assessed on the cover and landform components, the quantity of landforms included and their neatness, quality and effort.
Assessment Scoring	Each booklet will be scored according to the rubric with a total possible score of nine. Mastery and intervention dependant on scores.

Materials/Resources Needed	• 2 bowls, or small deep trays for each presentation—10 bowls/trays altogether • Green or brown plasticene, or clay (represents the surface of the earth) • Spoon or ice cream scoop • Spray bottle • Small pitcher of blue colored water • Inverted Water & Land 3-part card material/nomenclature (mounted on blue)—*picture, label, definition* • Blue squares of construction paper (approx. 4 x 4 inches) • Green or brown squares of construction paper (same size) • While booklet paper (approx. 5 x 6 inches) • Scissors • Glue • Pencils • Stapler • National Geographic magazines • Computer w/internet access for researching actual examples of landforms presented • 1 letter-sized manila envelope, per child, for storing picture collections during the unit

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	"Lake & Island"  In this demonstration the ***inverted relationship*** between a lake and island is presented. The teacher talks about geological forces that cause these landforms and demonstrates with water and brown plasticene or clay and other props. **Nomenclature Booklet:** Using two pieces of colored square paper, the teacher demonstrates how if the places are lined up on top of one another and a polygon shape like an island is cut out of one, one can see the inverted shape that is created by carefully separating the two sheets, and laying them down on separate	"Isthmus & Strait"  In this demonstration the ***inverted relationship*** between a Isthmus and a Strait is presented. The teacher talks about geological forces that cause these landforms and demonstrates with water and brown plasticene or clay and other props. **Nomenclature Booklet:** The teacher demonstrates the construction of a paper model of an isthmus and a straight much like she has done in the previous lesson. She labels and describes the landforms and staples the new pages into her nomenclature notebook.	"Peninsula & Gulf"  In this demonstration the ***inverted relationship*** between a Pennisula and a Gulf is presented. The teacher talks about geological forces that cause these landforms and demonstrates with water and brown plasticene or clay and other props. **Nomenclature Booklet:** The teacher demonstrates the construction of a paper model of a peninsula and a gulf much like she has done in the previous lesson. She labels and describes the landforms and staples the new pages into her nomenclature notebook.	"Cape & Bay"  In this demonstration the ***inverted relationship*** between a Cape and a Bay is presented. The teacher talks about geological forces that cause these landforms and demonstrates with water and brown plasticene or clay and other props. **Nomenclature Booklet:** The teacher demonstrates the construction of a paper model of cape and a bay much like she has done in the previous lesson. She labels and describes the landforms and staples the new pages into her nomenclature notebook.	"Group of Lakes & Archipelago"  In this demonstration the ***inverted relationship*** between a Group of Lakes and an Archipelago is presented. The teacher talks about geological forces that cause these landforms and demonstrates with water and brown plasticene or clay and other props. **Nomenclature Booklet:** The teacher demonstrates the construction of a paper model of a group of lakes and an Archipelago much like she has done in the previous lesson. She labels and describes the landforms and staples the new pages into her nomenclature notebook.

	sheets of the booklet paper, then switch the two center shapes. The teacher glues the shapes down. (If the shapes are picked up separately, there may be confusion between the front and back.) The teacher labels the pictures, write descriptions similar to those contained in the nomenclature controls, and staple the pages into a booklet. Label the front cover. Instruct students to put their name on the front as the 'author'.				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Demonstration model is placed on the shelf for students to further explore and/or "give a lesson" to a friend.	Using the internet search for picture examples of actual lakes and islands from around the world. (Include proper name with picture) This is the beginning of a picture collection of landforms which will eventually be put in class landforms picture book at end of unit.	Create 1st individual booklet for lake and island.	Create booklets for each set of landforms presented. Continue collecting picture examples of each from the internet (with proper names and location) for class landforms book.	After several landforms have been presented, can practice matching pictures to labels to definitions.

Summative Assessment

Students will create their own landforms booklet as a cumulative project. The project will be completed after student was presented all of the landforms, and can create it from memory. Practice with physical forms, three part cards, and labels necessary.

Grading Scale:

Classification	Points
Exceeding	8-9
Meeting	6-7
Needing Additional Practice	4-5
Needing Intervention	3 and lower

Score: _____
9

Student _____

Assessor _____

Date _____

Assessment Rubric

First Grade Writing - Land & Water Forms Booklet

	Exceeding (3 points)	**Meeting (2 points)**	**Needing Additional Practice (1 points)**	**Score**
Cover & landform components	Includes a creative cover illustration, title, and student's name. Illustration(s) may be original drawings, tracings, or real pictures. Picture-label-definition included. Provided correct and complete definitions as summaries—in student's own words.	2 of the three elements are present. Picture with correct labels and definitions included. Definition copied from sample, or some attempt to summarize evident.	Parts of the booklet may be missing, or incomplete. Pictures may be labeled correctly, but definition may be missing; or simply cut and pasted in; or student required considerable assistance with all or some of the parts.	
Contents of required landforms	Contains 8-10 landforms.	Contains7-5 landforms	Contains 4 or less total landforms	
Neatness, Quality, & Effort	Overall balance of elements on the page; handwriting legible and consistent; accurate and clean cut and paste. Took the time to complete each element carefully and completely. Did not rush through construction.	Meets requirements, however, may have had some difficulty and/or challenge with gluing and/or cutting accurately resulting in a less balanced and clean appearance. Some rushing. Appeared to 'just get the job done'. Better quality if more time had been taken.	May be incomplete. Had difficulty with cutting, pasting, and construction. Very crude construction. Rushed through, or wanted to give up too easily. Required continued feedback and support to complete the booklet.	