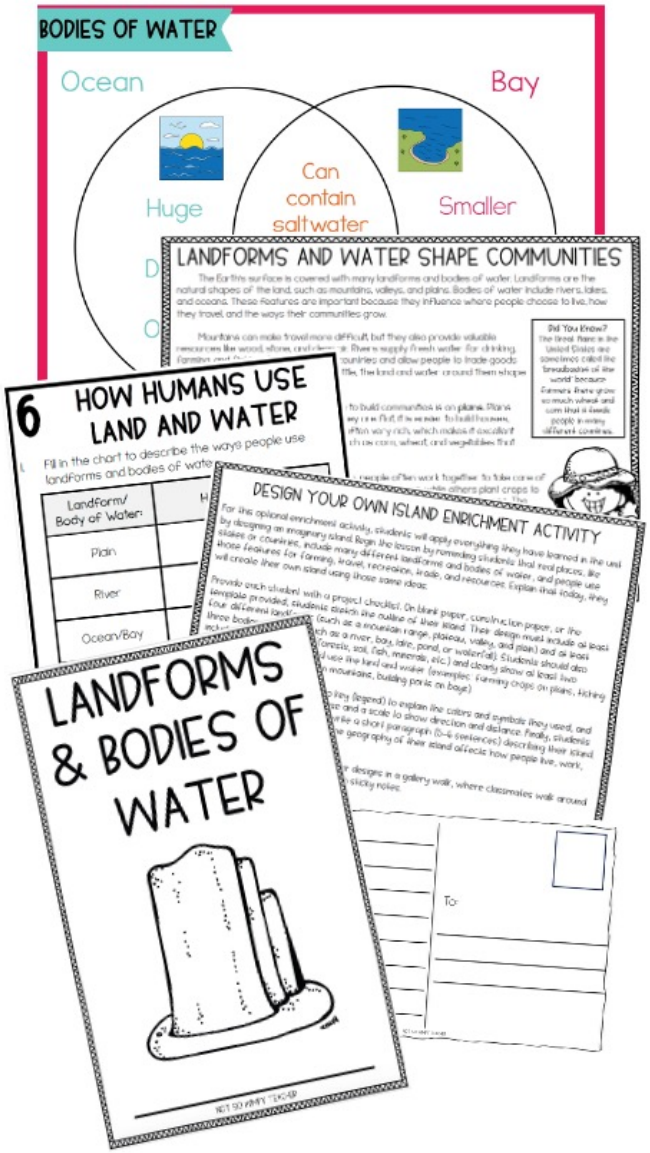
What's Included

- ✓ 5 instructional PowerPoints
- ✓ Reading passage
- ✓ Landforms & bodies of water task cards
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ State research project & postcard template
- ✓ Enrichment design your own island activity
- ✓ Assessment

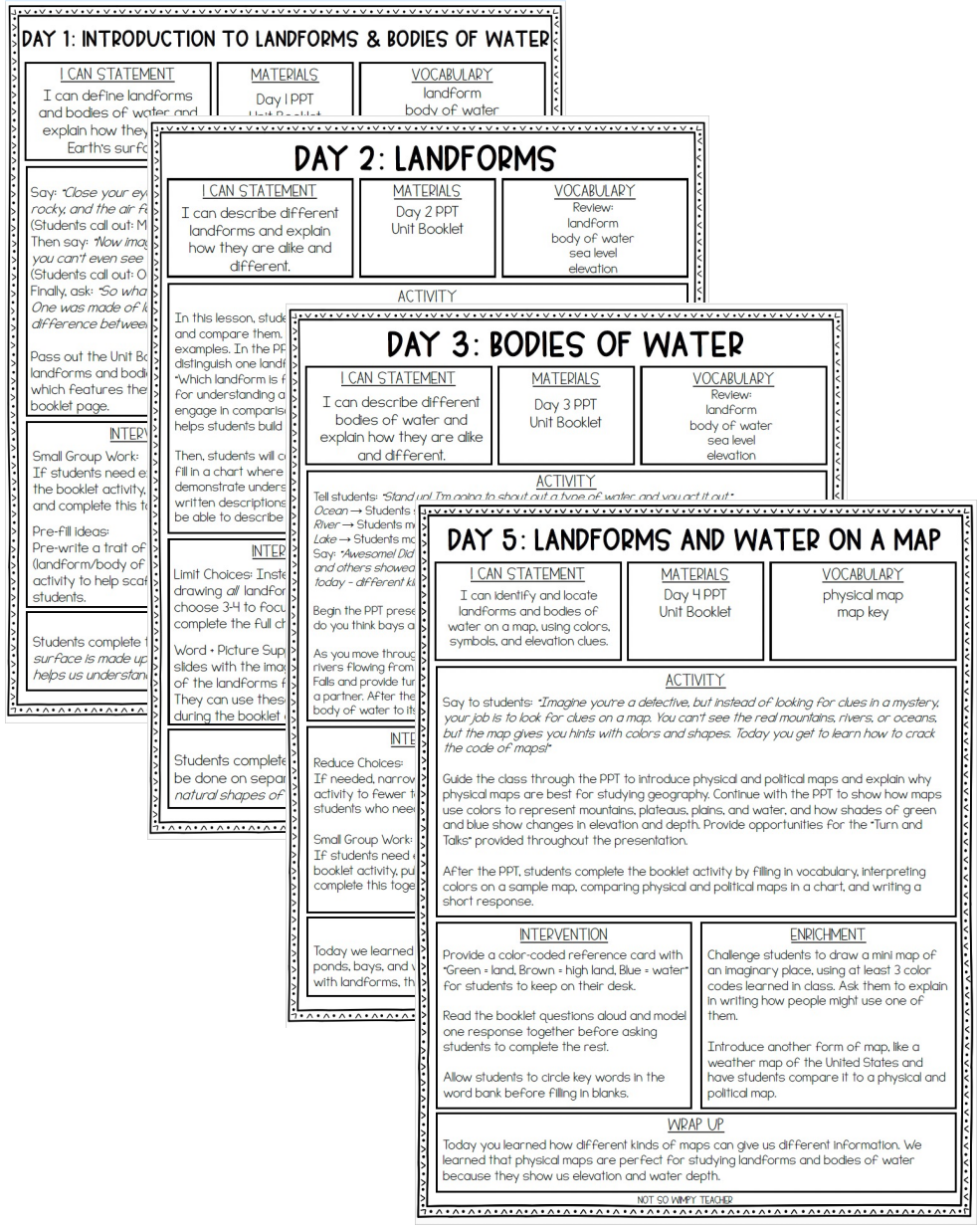


10 Days of Activities

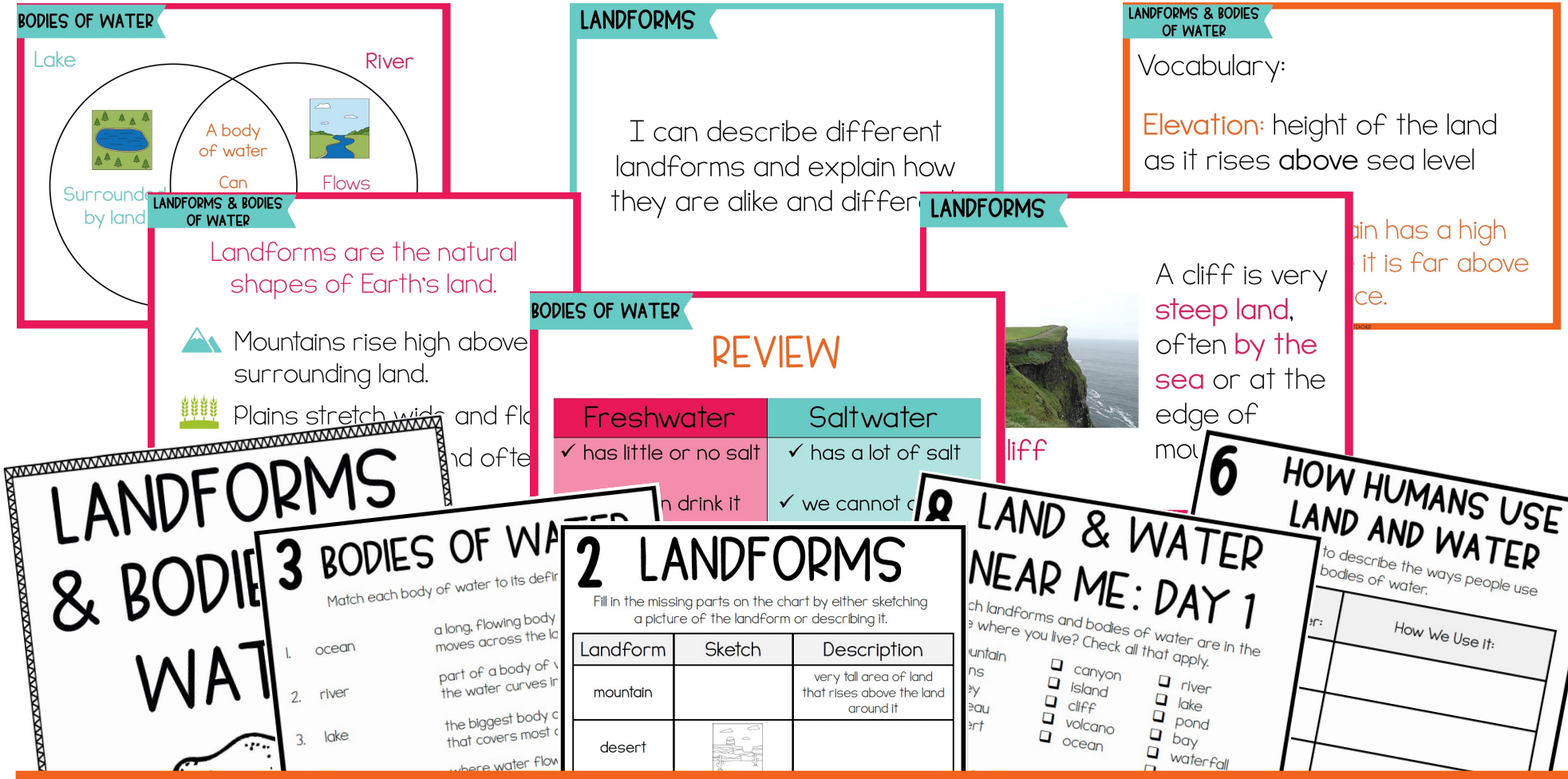
This unit includes five instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a reading passage, state research project with postcard template, design your own island enrichment activity, and task cards.

Each unit comes with a two-part assessment. Part one includes matching and fill-in-the-blank questions, while part two features higher-order thinking and short-answer questions.

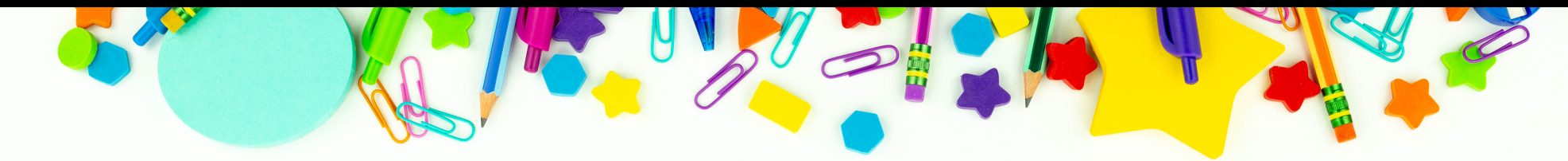


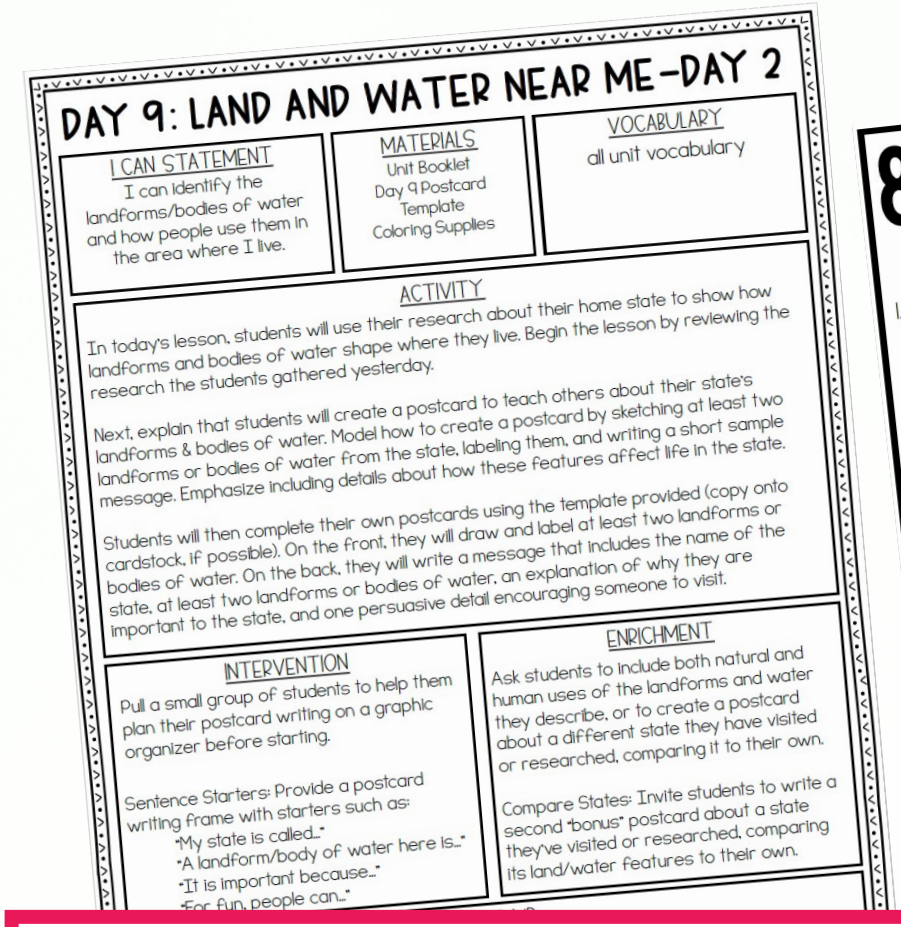
PowerPoint Lessons



Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Research Project





DAY 9: LAND AND WATER NEAR ME-DAY 2

I CAN STATEMENT
I can identify the landforms/bodies of water and how people use them in the area where I live.

MATERIALS
Unit Booklet
Day 9 Postcard Template
Coloring Supplies

VOCABULARY
all unit vocabulary

ACTIVITY

In today's lesson, students will use their research about their home state to show how landforms and bodies of water shape where they live. Begin the lesson by reviewing the research the students gathered yesterday.

Next, explain that students will create a postcard to teach others about their state's landforms & bodies of water. Model how to create a postcard by sketching at least two landforms or bodies of water from the state, labeling them, and writing a short sample message. Emphasize including details about how these features affect life in the state.

Students will then complete their own postcards using the template provided (copy onto cardstock, if possible). On the front, they will draw and label at least two landforms or bodies of water. On the back, they will write a message that includes the name of the state, at least two landforms or bodies of water, an explanation of why they are important to the state, and one persuasive detail encouraging someone to visit.

INTERVENTION

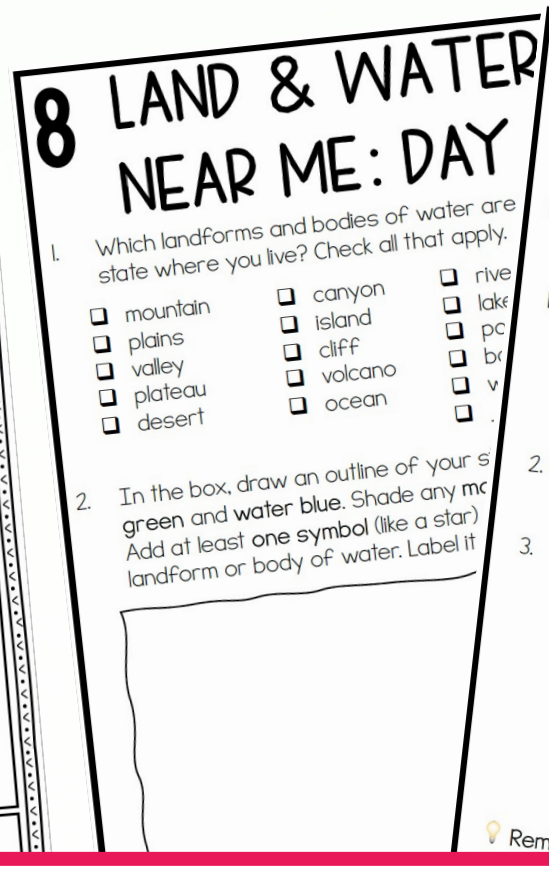
Pull a small group of students to help them plan their postcard writing on a graphic organizer before starting.

Sentence Starters: Provide a postcard writing frame with starters such as:
- "My state is called..."
- "A landform/body of water here is..."
- "It is important because..."
- "For fun, people can..."

ENRICHMENT

Ask students to include both natural and human uses of the landforms and water they describe, or to create a postcard about a different state they have visited or researched, comparing it to their own.

Compare States: Invite students to write a second "bonus" postcard about a state they've visited or researched, comparing its land/water features to their own.

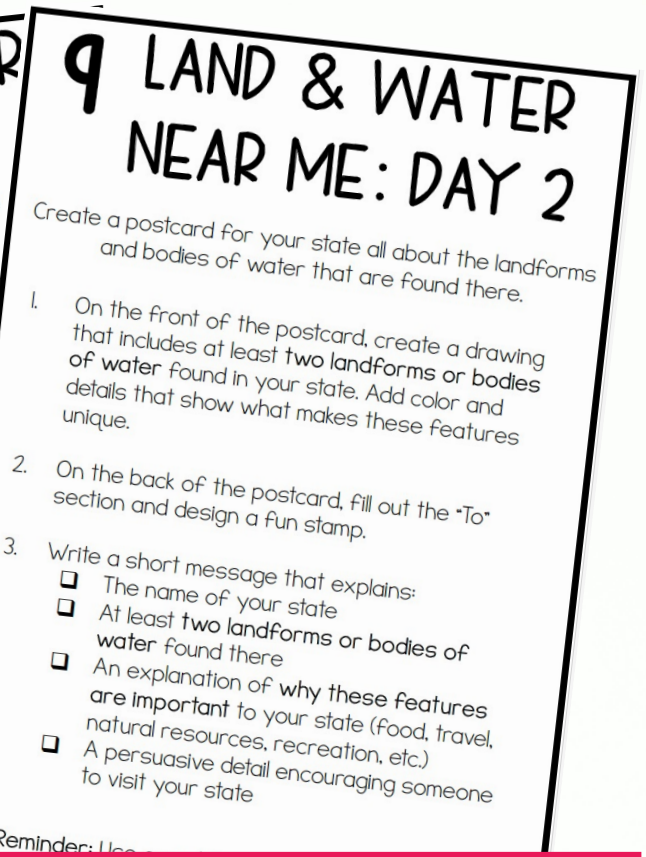


8 LAND & WATER NEAR ME: DAY

1. Which landforms and bodies of water are state where you live? Check all that apply.

- ☐ mountain
- ☐ plains
- ☐ valley
- ☐ plateau
- ☐ desert
- ☐ canyon
- ☐ island
- ☐ cliff
- ☐ volcano
- ☐ ocean
- ☐ rive
- ☐ lak
- ☐ po
- ☐ b
- ☐ v
- ☐

2. In the box, draw an outline of your s **green** and **water blue**. Shade any mo Add at least **one symbol** (like a star) landform or body of water. Label it



9 LAND & WATER NEAR ME: DAY 2

Create a postcard for your state all about the landforms and bodies of water that are found there.

1. On the front of the postcard, create a drawing that includes at least **two landforms or bodies of water** found in your state. Add color and details that show what makes these features unique.

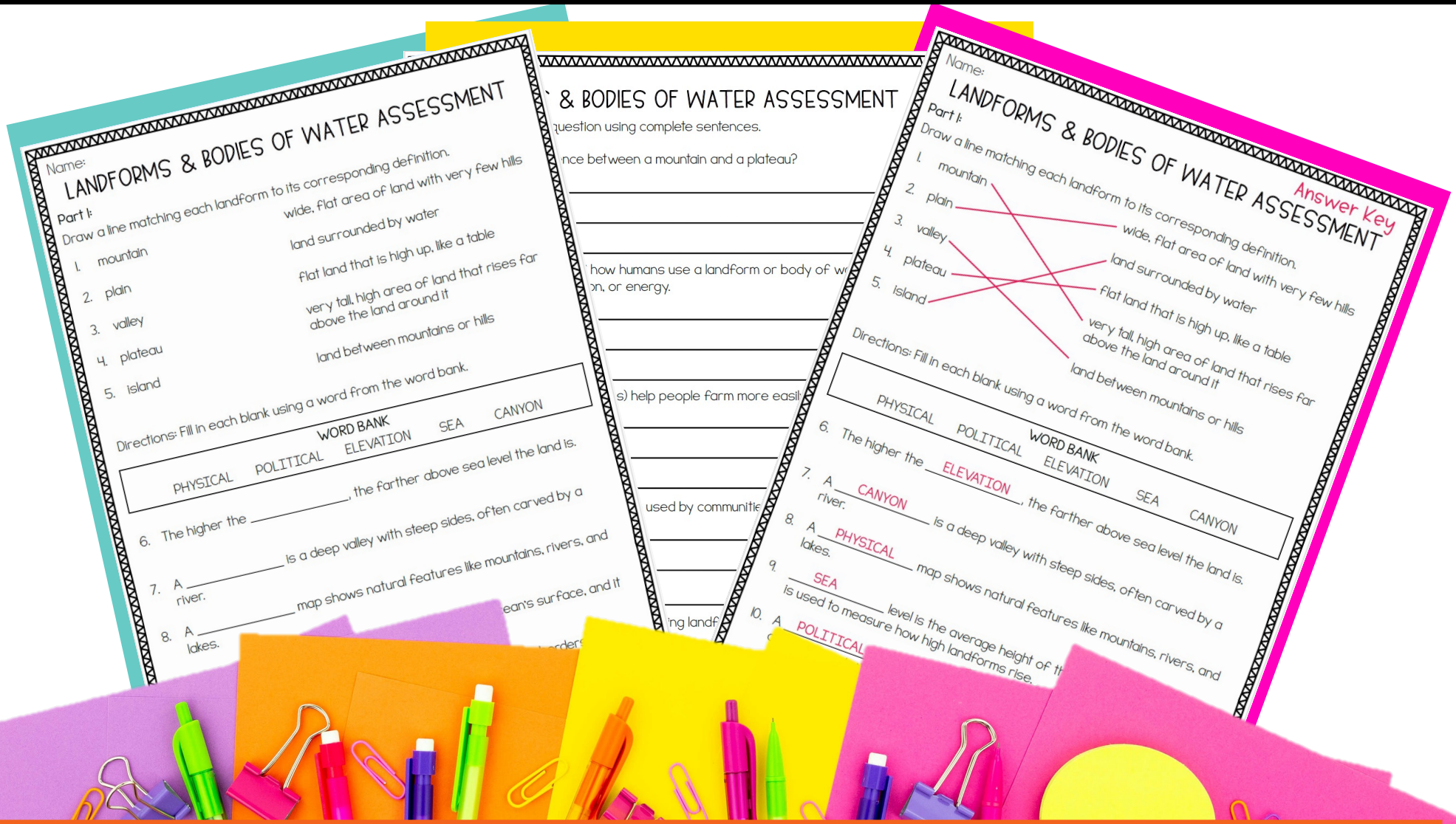
2. On the back of the postcard, fill out the "To" section and design a fun stamp.

3. Write a short message that explains:
   - ☐ The name of your state
   - ☐ At least **two landforms or bodies of water** found there
   - ☐ An explanation of **why these features are important** to your state (food, travel, natural resources, recreation, etc.)
   - ☐ A persuasive detail encouraging someone to visit your state

Reminder: Use

Students will research landforms and bodies of water in their state.

Assessment



Each unit includes a two-part assessment with matching and fill-in-the-blank questions in part one, and higher-order thinking and short-answer questions in part two.