

# LANDFORMS

## Research Unit

### PRINT VERSION

#### Dear Parent/Guardian,

We are starting a new unit about landforms. Students will begin researching about landforms in general and an assigned landform using informational text. Your child's assigned landform is

#### My Landform Report

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

#### Using the Table of Contents & Index

The table of contents and index are both tools that you will find in informational text. Write each criteria below where it belongs in the Venn Diagram.

Table of Contents

Index

found at the beginning of the book  
found at the end of the book  
helps you find information  
pages long  
lists topics and where they can be found  
sorted in the order found in the book  
sorted in alphabetical order  
broad topics  
specific topics

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#### Salt Dough Model Example



plateau

Lower &  
Upper Grades



# Sample Unit Outline & Lesson Plans for Easy Planning

## Unit Preparation

### Pages to Copy:

- Landform Cards:** These will be put in a basket and drawn out by the students to assign each pair of students a landform. All landforms included have a picture of each one.
- Parent Letter:** This letter will be sent home on the first day of the unit. It will inform parents on the unit and ask them to send their student to school with informational texts about the landforms. It will also inform them about the Landform Fair.
- Landform Fair Invitation:** This is an invitation that will be sent home with students at the end of the unit to invite their parents to the Landform Fair.
- The following depend on if you are having students do their research with books or the internet. The first two are for book research, the third and fourth are for internet research.
  - Table of Contents & Index Worksheet:** To be used with the Table of Contents & Index Mini Lesson
  - Other Text Features Worksheet:** To be used with the Other Text Features Mini Lesson
  - Using the Internet for Research Worksheet:** To be used with the Using the Internet for Research Mini Lesson
  - Finding Credible & Reliable Sources Worksheet:** To be used with the Finding Credible & Reliable Sources Mini Lesson
- My Landform Research Journal:** Each student journal. There is a half-page option that will be in order, or a full-page option that will need to be in order.

### Informational Texts for Landforms:

- While parents will be asked to send their student to school with informational texts about the landforms, if you'd like to encourage them, you may give them an incentive for doing so.

## Sample Unit Outline

M	T	W	Th	F
Assign partners Draw landforms Send parent letter	Using Table of Contents and Index Lesson or Using the Internet for Research Lesson	Using Trainers and Headings Lesson or Finding Credible & Reliable Sources Online Lesson	Students put together journals Catch up/ review text features	What do I already know about landforms?
What is a landform?	What are some ways that landforms are formed?	What are some types of landforms?	What landforms can be found where I live?	What do geologists study about landforms?
What can we learn about a landform?	My favorite thing about landforms	What do I already know about my landform?	What does my landform look like?	How is my landform formed?
Finish journals Fold and glue maps	What animals or plants are found by my landform?	What animals can be found on or near my landform?	What plants can be found on or near my landform?	Finish as dough mass

## Table of Contents & Index Mini Lesson

### You Will Need:

- Table of Contents & Index Worksheet
- An informational text that includes a table of contents and index (any topic will do. A landform book with large text and pictures would be ideal.)

### Instructions:

- Have students come to the floor. Tell the students that you will be showing them how to use two text features that can be found in informational text. These text features will help them find the information they are looking for in the text.
- Open the book to the table of contents and show it to the class. Ask the students if they know what this page is called. (Call on students to answer.) Then tell the students that this page is called the table of contents.
- Show the students that the table of contents is a short, 3-2 page description of the topics found in the book. Show the students how it is sorted by page number in the order that the information is found in. Explain that it shows the broad topics that are covered in the book.
- Ask the students if there is a broad topic they would like to find in this book. Call on several students and choose one that is relevant. Model how to find the topic using the table of contents. Then ask the students to tell you what they know about the table of contents.
- Next, open the book to the end and show the students the index. Ask the students if any of them know what it is called. Explain that it is called the index.
- Show the students that the index has many pages. It has descriptions of a variety of specific topics that can be found in the book. Show the students that it is sorted in ABC order.
- Ask the students if there is a specific topic they would like to find in this book. Call on several students and choose one that is relevant. Model how to find the topic using the index. Then ask the students to tell you what they know about the index.
- Hand out the Table of Contents & Index worksheet. Walk around and assist students as they fill out the Venn Diagram. Check for their understanding as they work. If they need additional assistance, you can review the information again as a class.

## Using the Internet for Research Mini Lesson

### You Will Need:

- Using the Internet for Research Worksheet
- A computer or tablet that can be projected (on a screen or TV) for the whole class to view

### Instructions:

- Have students come to the floor. Tell the students that you will be showing them how to use the internet for research.
- Open a kid-friendly search engine, such as <https://www.kidzone.ws/>. Tell students that they will be using a kid-friendly search engine for their landform research. Explain that using a search engine that is made for kids rather than Google will help them search for information safely.
- Ask students if they know how to use a search engine. (Call on students to answer.)
- Ask students if they think they should type in an entire question into the search box. (Students may think they should type in an entire question. Explain that typing an entire question is not usually the best way to use a search engine. They should use specific keywords when searching.)
- Practice coming up with keywords for searching the following question:
  - Model in search: Who was Abraham Lincoln? (13,600,000 search results on Google)

question for internet research. Sample keywords could be: Abraham Lincoln. (13,600,000 search results on Google). Abraham Lincoln freed slaves (230,000 search results). Abraham Lincoln was born in 1809 (13,600,000 search results). etc.

searching, they should always use more than one source to get accurate information. If they find conflicting information between sources, they should look for more information to see if they can find a common fact. This takes patience, but is an important part of research.

As a population states that China's population is 1,379,302,771 (as of July 2019). (live source). World Population Review states that China's population is 1,429,899,661 (as of October 31, 2018). This would be best off taking the live counter number and number as of the date of the data.

Internet for Research worksheet. Walk around and assist students. Check for their understanding as they work. If they can't review the information again as a class.

For example, with this website <https://www.kidzone.ws/planets/> students may use KidZone as the way to credit the source.

Practice searching for websites and how to credit them.

## Finding Credible & Reliable Sources Online and Citing the Source Mini Lesson

### You Will Need:

- Finding Credible & Reliable Sources Online Worksheet
- A computer or tablet that can be projected (on a screen or TV) for the whole class to view

### Instructions:

- Hand out the Finding Credible & Reliable Sources Online worksheet.
- Discuss the contents of the worksheet with students. Each tip included on the worksheet will help students with their online research.
- Tell students that including what sources they use for their research is important to give credit to the author. (Depending on the grade level of your class, you may choose how you'd like student to credit sources differently.)
- Students are not expected to credit sources with bibliographic information until 6th grade (according to CCSS). Students in 4th and 5th grade can easily include the name of the website they used as a way to credit sources.
  - For example, with this website <https://www.kidzone.ws/planets/> students may use KidZone as the way to credit the source.
- Practice searching for websites and how to credit them.

The unit sample outline gives you an idea of how you could implement the unit into your schedule. (However, feel free to implement the activities however you see fit!) We have included lesson plans to prep your students for their research projects.




# Parent Letter and Invitation to Keep Parents Involved and Informed

**Dear Parent/Guardian,**

We are starting a new unit about landforms. Students will begin researching about landforms in general and an assigned landform using informational text. Your child's assigned landform is \_\_\_\_\_. If possible, please send your student with a book about landforms and/or their assigned landform. These books could be from the public library, school library, or home. We will begin using the texts on \_\_\_\_\_. If you are unable to help them find a book, we will make sure there are still texts available for your student to use.

After students have finished their research, they will create a salt dough model of their landform. Students will be shaping the landforms in class and bringing them home to bake for 2 hours at 200°. They will be sent home on \_\_\_\_\_ and will need to be returned by \_\_\_\_\_. We will be displaying these at our Landform Fair on \_\_\_\_\_.

Please let me know if you have any questions!



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**YOU'RE INVITED!**

You are invited to our Landform Fair!  
Students will be showcasing their own landform models created using their research. Information is below!

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

**Location:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Details:** \_\_\_\_\_

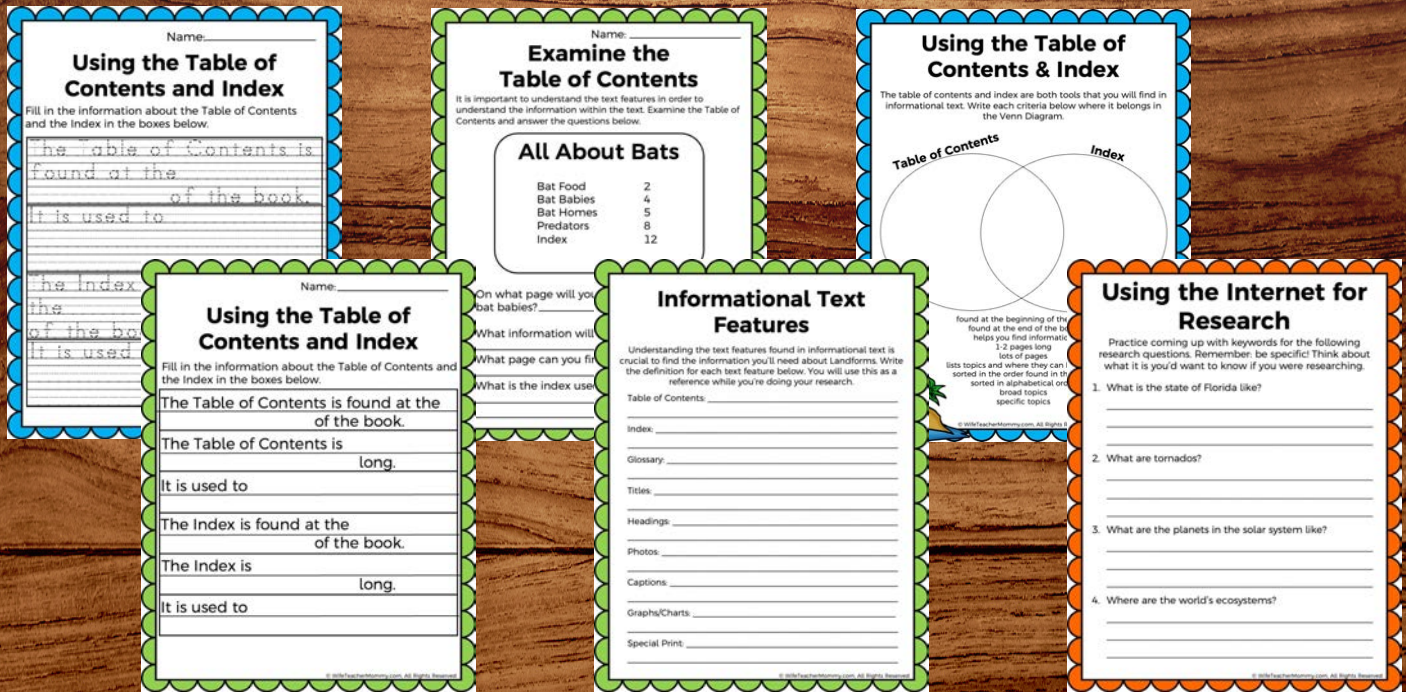


**We Hope to See You There!**

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We have included a letter to parents and a Landform Fair invitation to help keep your students' parents and guardians involved and informed. You can type the dates and your name right into the letter.

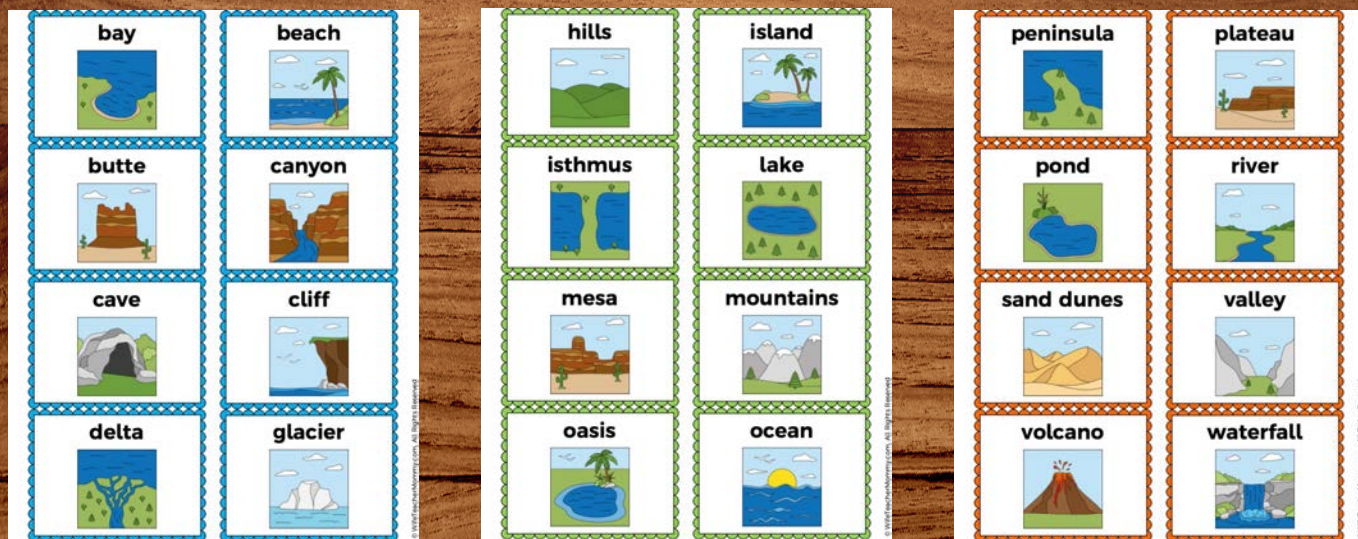
# Differentiated Student Worksheets to Teach Each Element of the Research Project



Differentiated student worksheets are included for each mini lesson. We have created these worksheets to help your students of all ages learn each element of a research project in a simple easy to understand way.

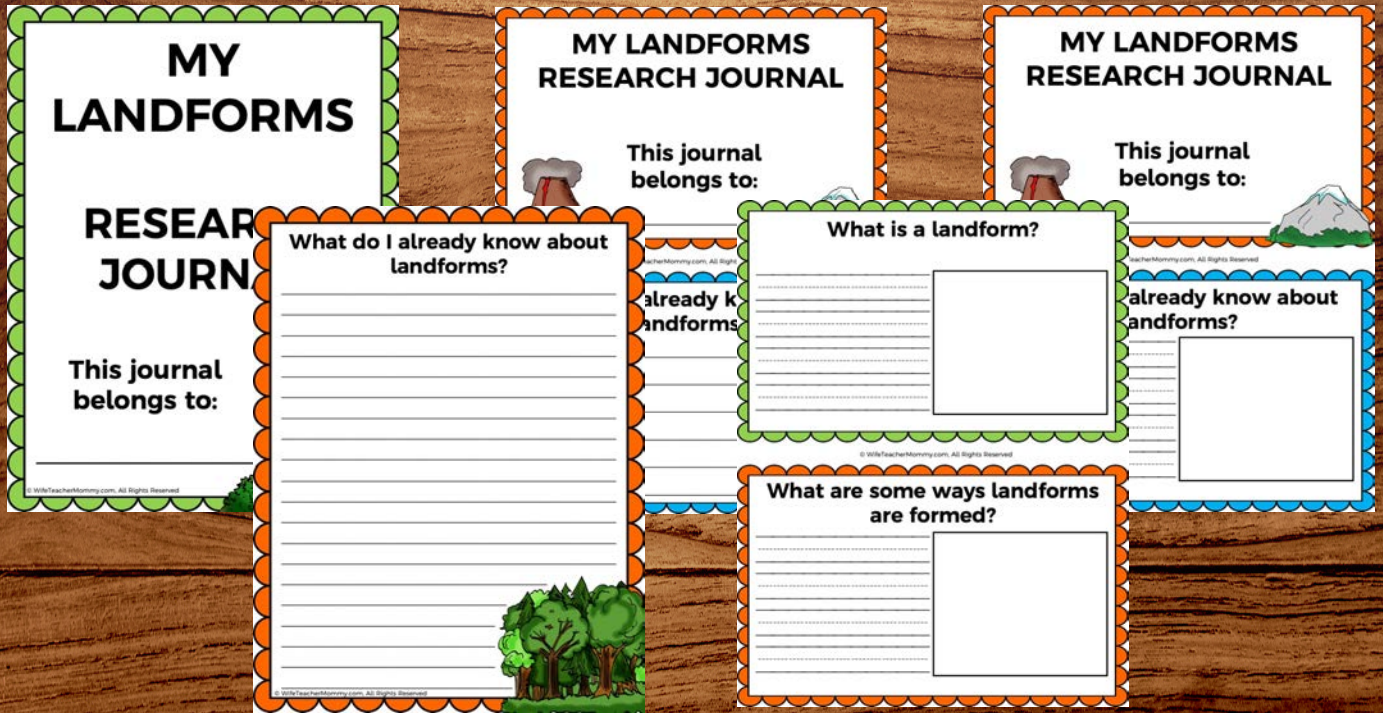


# Landform Cards to Randomly Assign a Type of Landform to Each Student to Research



We have selected 24 landform types and have included cards spotlighting each of them for you to print, cut, and mix in a basket. Students will randomly choose which type of landform they will research.

# Multiple ½ Page and Full Sheet Student Research Journal Pages to Reach all Levels of Learners



The student research journal pages include differentiated pages of research prompts for students covering landforms. We have also included blank pages to create your own prompts.



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

# My Landform Report

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## 0

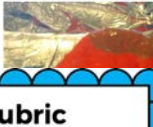
at he	The student has very little to none of their landform questions completed.
at he	The student has very little to none of their landform questions completed.

## 10

Landform Model	Landform model is complete, creative, and resembles the assigned landform. Directions were followed while using art materials.
Teamwork	The student participated throughout the unit and had no problems with teamwork.

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# Salt Dough Model Example



## Scoring Rubric

	5	3	0
Landform model may not resemble the assigned landform, or the student may have had behavior issues with the art materials.	Landform model may not resemble the assigned landform, or the student may have had behavior issues with the art materials.	Landform model may not resemble the assigned landform, or the student may have had behavior issues with the art materials.	Landform model may not resemble the assigned landform, or the student may have had behavior issues with the art materials.
The student had some problems with participation and/or teamwork.	The student had some problems with participation and/or teamwork.	The student had some problems with participation and/or teamwork.	The student had some problems with participation and/or teamwork.

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	10	7	5	0
General Landform Research	The student answers each landform question thoroughly in their journal.	The student answers most landform questions in their journal. They may be missing some information.	The student answers some landform questions in their journal but they are missing some. Not enough information.	The student has very little to none of their landform questions completed.
Assigned Landform Research	The student answers each landform question thoroughly in their journal.	The student answers most landform questions in their journal. They may be missing some information.	The student answers some landform questions in their journal, but they are missing some. Not enough information.	The student has very little to none of their landform questions completed.
Landform Report	The student has included information from each page of their journal. They include all required information.	The student has included information from most pages of their journal. They include most required information.	The student has included some information from their journal but left out a lot. There may not be enough writing.	The student has included minimal information about their landform or did not complete the report.

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	10	7	5	0
Landform Model	Landform model is complete, creative, and resembles the assigned landform. Directions were mostly followed while using art materials.	Landform model is complete and resembles the assigned landform. Directions were mostly followed while using art materials.	Landform model may not resemble the assigned landform, or the student may have had behavior issues with the art materials.	Landform model is incomplete or not done. Student may have had behavior issues with the art materials.
Participation & Teamwork	The student participated throughout the unit and had no problems with teamwork.	The student mostly participated throughout the unit with minimal teamwork problems.	The student had some problems with participation and/or teamwork.	The student had major problems with participation and teamwork.

Total Points: \_\_\_\_ / 50 points

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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