Mountain Magic: Identifying the Basic Physical Characteristics of Mountains

Students learn about the physical characteristics of mountains and the literary concept of personification.

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**Grade Level**
2-3

**Duration**
2 class periods

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Social Studies Standard</th>
<th>Arizona Language Arts Standards</th>
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</table>
| **ELEMENT TWO PLACES AND REGIONS** 4. The physical and human characteristics of places | **Grade 2**  
**Strand 4 Geography**  
**Concept 1 The World in Spatial Terms**  
PO 5 Recognize characteristics of human and physical features: a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) | **READING STANDARD**  
**Grade 2**  
**Strand 2 Comprehending Literary Text**  
**Concept 1 Elements of Literature**  
PO 5 Identify words that the author selects in a literary selection to create a graphic visual experience  
PO 7 Identify differences between fiction and nonfiction  
**Concept 2 Historical and Cultural Aspects of Literature**  
PO 1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences  
**Strand 3 Comprehending Informational Text**  
**Concept 1 Expository Text**  
PO 2 Locate facts in response to questions about expository text  
PO 5 Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.  
**Grade 3**  
**Strand 1 Reading Process**  
**Concept 6 Comprehension Strategies**  
PO 5 Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.  
PO 6 Connect information and events in text to life experiences and to related text and sources  
**Strand 2 Comprehending Literary Text**  
**Concept 2 Historical and Cultural Aspects of Literature**  
PO 1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences  
**Strand 3 Comprehending Informational Text**  
**Concept 1 Expository Text**  
PO 5 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.  
**Concept 2 Functional Text**  
PO 4 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose |
| **ELEMENT THREE PHYSICAL SYSTEMS** 7. The physical processes that shape the patterns of Earth's surface. | **Grade 3**  
**Strand 4 Geography**  
**Concept 1 The World in Spatial Terms**  
PO 6 Recognize characteristics of human and physical features: a. physical - continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, peninsula |  |
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PO 2 Organize details into a logical sequence

Strand 2 Writing Components

Concept 2 Organization
PO 5 Write multiple sentences that support a topic
Concept 5 Sentence Fluency
PO 2 Write sentences that flow together and sound natural when read aloud

Concept 6 Conventions
PO 1 Use capital letters for
a. the pronoun I
b. the beginning of a sentence
c. proper nouns (i.e., names, days, months)
PO 2 Punctuate endings of sentences using
a. periods
b. question marks
c. exclamation points
PO 3 Use commas to punctuate
a. items in a series
b. greetings and closings of letters
c. dates
PO 6 Spell high frequency words correctly

Grade 3

Strand 1 Writing Process

Concept 1 Prewriting
PO 1 Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material)

Concept 2 Drafting
PO 1 Use a prewriting plan to develop a draft with main idea(s) and supporting details
PO 2 Organize writing into a logical sequence that is clear to the audience

Concept 3 Revising
PO 5 Modify word choice appropriate to the application in order to enhance the writing

Concept 4 Editing
PO 1 Identify punctuation, spelling, and grammar and usage errors in the draft

Strand 2 Writing Elements

Concept 1 Ideas and Content
PO 1 Express ideas that are clear and directly related to the topic
PO 2 Provide content and selected details that are well-suited to audience and purpose
PO 3 Use relevant details to provide adequate support for the ideas

Concept 4 Word Choice
PO 3 Apply vocabulary and/or terminology appropriate to the type of writing

Concept 5 Sentence Fluency
PO 1 Write simple and compound sentences
PO 2 Write sentences that flow together and sound natural when read aloud

Concept 6 Conventions
PO 1 Use capital letters for
a. proper nouns (i.e., names, days, months)
b. titles
c. names of places
d. abbreviations
e. literary titles (i.e., book, story, poem)
PO 2 Punctuate endings of sentences using
a. periods
b. question marks
c. exclamation points
PO 7 Spell high frequency words correctly
PO 11 Use the following parts of speech correctly in simple sentences
a. nouns
b. action verbs
c. personal pronouns
d. adjectives
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Overview

Due to improvements in technology and mass globalization, our students live in a smaller world today. It is imperative that students know about the natural characteristics of the earth to bring about a greater understanding of the planet as a whole.

Purpose

This lesson is intended to introduce students to the concepts of mountains and mountain ranges as distinct landforms with the related geographical vocabulary.

Materials

- Personification worksheet: *I Am A Mountain*
- Personification worksheet example
- National Geographic Windows On Literacy series- *Going Up the Mountain* class set of 12 or other non-fiction selections about mountains from school library

Objectives

The student will be able to:

- Demonstrate knowledge of the physical characteristics of mountains and mountain ranges and the related geographical vocabulary.
- Demonstrate an understanding of personification as a writing style.

Procedures

SESSION ONE

1. Brainstorm prior knowledge about mountains and record responses on large chart paper or the chalkboard. Be sure to discuss "pass", "peak", and "summit" with the class, as they are not included in the book.

2. Pass out copies of the book *Going Up the Mountain*. Conduct a picture walk through the book using and pointing out such geographical terms as peak, base, summit, pass, timberline, and snowline. For third graders, discuss how mountains found together form a mountain range or a mountain chain. Perhaps point out some examples on a physical map.

3. Do a shared reading of the book with the class. When finished, add new knowledge to the chart or the chalkboard.

SESSION TWO

1. Review the chart from Session One or brainstorm the characteristics of a mountain again. Rereading the book is also an option.

2. Discuss personification as a writing style. Personification is the representation of an object as a person; having human qualities. Demonstrate personification with "I Am A School" student sheet.

3. Distribute the worksheet and begin to personify a mountain. Encourage the use of the learned geographical terms and help as needed.

4. The students may display their completed personifications or share them orally.

Assessment

The students will use and spell correctly at least four of the six introduced vocabulary words in their writing sample: *peak*, *base*, *summit*, *pass*, *timberline*, *snowline*. The writing sample will be assessed with focus on the following parts of the 6 Traits Writing Rubric: Voice and Conventions.

Extensions

Identify the major mountain ranges of each continent on maps of the world. (See Leapin’ Landmarks lesson.)

Make a travel brochure about nearby mountains.

Students may read *Ming Lo Moves A Mountain* by Arnold Lobel. They may make a Venn diagram of Ming Lo’s home and their homes.

Sources

*National Geographic Society, Going Up the Mountain* Order # JL41012