

Grade 3 Learning Centre - Robin Buckley - February 14, 2018

NOTE: This lesson is to be taught as part of a unit where maps and digital literacy skills have already been introduced and taught to students (see resources in Appendix)

Grade Level: 3

Learning Centre Topic and Theme: Landforms in New Brunswick

Learning Centre Objectives: Unit One: Place 3.1.2 Student will be expected to describe the **major physical features**, climates, and vegetation of **their province** and the Atlantic region - **I can describe landforms in my province**

Materials Required: Digital devices for students or pairs of students, powerpoint with landforms for background, whiteboard, writing utensils, graphic organizer for ideas

Procedure:

1. Introduce what is a landform - natural feature of earth's surface. Examples are rivers, lakes, mountains, beaches, volcano, desert, volcano, plains
Assess: Gauge student understanding. Can show a powerpoint of some of these features if your students need it, but if they have a basic understanding, move on so they can explore more deeply on their own.
2. Introduce I can statement: I can describe landforms in my province.
3. Activate Prior Knowledge: What province do we live in? What are some landforms that we have in New Brunswick? Make a visual list. Guide student responses e.g. a bridge isn't a landform because it's manmade, but the river that it is built to cross is!
Assess again: Do your students need landform powerpoint?
4. Have kids discuss with a partner or small group to select a landform to explore on google maps. Check-in to make sure all groups have a reasonable selection.
5. Provide graphic organizer to guide inquiry based learning (sample in appendix).
Where is it? What did you notice? What did you wonder?
6. Quick review of how to navigate to and use google maps to remind students.
7. Give students time to explore their landform. Circulate and listen. Differentiate - If students are on a roll don't interrupt, take notes. Ask questions to promote higher order thinking or encourage deeper exploration of landforms. Give new tips and tricks for maps to individual groups who would benefit e.g. show 3D mode for viewing mountains, show how to measure distances to get sizes of landforms.
8. Bring class back together and allow some (or all if time) groups to share.
9. Make sure to reflect and use questions from kids to inform and guide future lessons.

Suggestions for extension and future activities:

Explore landforms from other Atlantic Provinces. Explore landforms in the world.

Download Google Earth on student computers and use it instead - it is more powerful.

Allow students more time and then have them present some findings on their landform to peers in form of poster, blog post, powerpoint presentation, skit etc.

Summative unit assessment could be making landforms with clay on a paper plate.

Appendix:

A couple of resources for teaching digital literacy to students:

<https://www.iste.org/standards/for-students>

<http://mediasmarts.ca/teacher-resources/use-understand-create-digital-literacy-framework-canadian-schools>

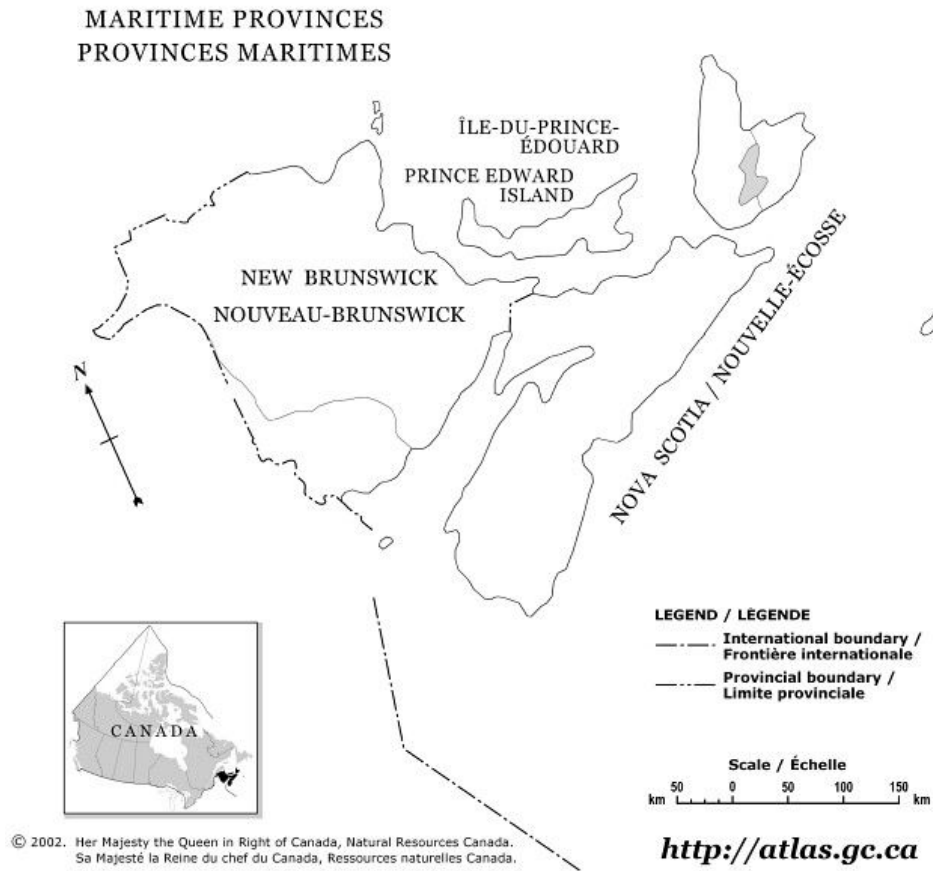
<https://edutrainingcenter.withgoogle.com>

Sample graphic organizer for students on next page.

Additional pdf provided with a few basic landform slides.

Landform:

Show some places where your landform can be found:



What we noticed:

What we wondered:
