

Local Landforms Grade 3

Natural Features of the Earth's Surface



FIELD EXPERIENCE LEARNING PACKAGE

May 17, 2019

Written and Compiled by Karin Westland

Outdoor and Ecological Learning, Powell River Board of Education

Local Landforms Grade 3

Natural Features of the Earth's Surface

Introduction

The Local Landforms curriculum is a place-based look at landforms that aims to help young learners begin to understand the landforms around them, how they came to be, and how they change. Through the arts, students will make connections between landforms, erosion, and weathering and the everyday landscapes of their lives.

How to Use this Resource

The Local Landforms Curriculum Package has 3 Components:

Part 1. Classroom Beginnings: Recommended for use in the classroom prior to the Field Experience.

Part 2. The Local Landforms Field Experience Curriculum: A facilitated curricular experience.

Part 3. Classroom Culminations: Recommended for use in the classroom following the Field Experience.

Local Landforms Grade 3: Content & Curricular Competencies

Science	Students will learn about the following: Major local landforms Local First Peoples knowledge of local landforms Observable changes in the local environment caused by erosion and deposition, by wind, water, and ice	Questioning and Predicting Demonstrate curiosity about the natural world Observe objects and events in familiar contexts Planning and Conducting Make observations about living and non-living things in the local environment Sort and classify data and information using drawings
Arts Education	Students will learn about the following: Visual Arts: elements of design Processes, materials, technologies, tools, and techniques used to support art activities Choreographic devices	Exploring and Creating Choose elements processes, materials, movements, technologies, tools, techniques and environments of the arts Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Communicating and Documenting Apply learned skills, understandings, and processes in next contexts Experience, document, and share creative works

Local Landforms Grade 3

Natural Features of the Earth's Surface

About the Local Landforms Field Experience

The Local Landforms Field Experience will use games, theatre, sculpture, sketching, and painting to bring to the foreground an understanding of the everyday landforms of the Pacific Northwest.

Lessons in this Resource

Lesson 1: Local Landforms Game & Tableau

Lesson 2: Local Landforms Sculpture Competition

Lesson 3: Landform Sketching and Painting

Lesson 4: Pass the Stone



Day at a Glance

9:45-10:00	Site Introduction & Welcome
10:00-10:45	Landforms Matching Game and Landforms Tableau
10:45-11:00	Snack
11:00-12:00	Landforms Sculptures
12:00-12:30	Lunch
12:30-1:45	Landform Sketching & Painting
1:45-2:00	Pass the Stone: Circle Sharing

Local Landforms Grade 3

Natural Features of the Earth's Surface

Lesson 1: Local Landforms Game and Landforms Tableau

Objective

This 2 part activity is intended to either introduce landforms or reinforce student knowledge of landforms.

Key Vocabulary

Bay: A part of a body of water that curves into the land.

Cave: A large hole in the ground or in the side of a hill or mountain.

Cliff: Steep faces of rock and soil.

Coast: Land along the sea or ocean.

Glacier: A mass of ice slowly flowing over the land.

Hill: A raised part of the earth's surface with sloping sides; an old mountain which has become rounder and shorter.

Inlet: A part of a body of water that reaches into a coast.

Island: A piece of land completely surround by water.

Lake: A large inland body of fresh water.

Mountain: A high rocky land, usually with steep sides and a pointed or rounded tip; usually higher than a hill.

Peninsula: A piece of land that extends into the water and is surrounded by water on three sides.

River: A natural stream of water emptying into an ocean or lake.

Straight: A narrow channel of water joining two larger bodies of water.

Valley: A long lowland between mountains, hills, or uplands, often with a river or stream running along the bottom.

Waterfall: A place where running water makes a shear drop usually over a cliff.

Time: 45 Minutes

Materials (per participant):

- Landform Matching Cards: See below

Procedure

Part 1: Local Landforms Matching Game

1. Give each child a landform card.
2. Ring a bell and have the children mingle until they find their match. Those with pictures of landforms are looking for someone with the definition card that corresponds with their image.
3. Once everyone has found their match, have each pair share their picture and corresponding definition.

Part 2: Landform Tableau

1. Tell students that a tableau is a snapshot in time using human bodies to represent other things. Tableau's are still images therefore those participating take a shape and then, do not move.
2. Invite a few students up to be mountains, then invite others up to work together to represent a valley, then invite a group up to represent a lake, volcano, hill, lake, and a river.
3. Then have student make their own group of 5-6 and let them design their own landform tableau.
4. Give groups 5 minutes to work together and then invite each group to the fore to showcase their landform tableau. Ask student watching to see if they can identify each landform.

Concluding

Reinforce landform vocabulary and understanding by regrouping and showing the students images of landforms and asking them what they are.

Local Landforms Grade 3

Natural Features of the Earth's Surface

LANDFORM MATCHING CARDS



Mountain:

A high rocky land, usually with steep sides and a pointed or rounded tip; usually higher than a hill.



Hill:

A raised part of the earth's surface with sloping sides; an old mountain which has become rounder and shorter.



Valley:

A long lowland between mountains, hills, or uplands, often with a river or stream running along the bottom.



Glacier:

A mass of ice slowly flowing over the land.

Local Landforms Grade 3

Natural Features of the Earth's Surface



Bay:

A part of a body of water that curves into the land.



Cave:

A large hole in the ground or in the side of a hill or mountain.



Canyon:

A narrow valley with steep sides.



Cliff:

Steep faces of rock and soil.

Local Landforms Grade 3

Natural Features of the Earth's Surface



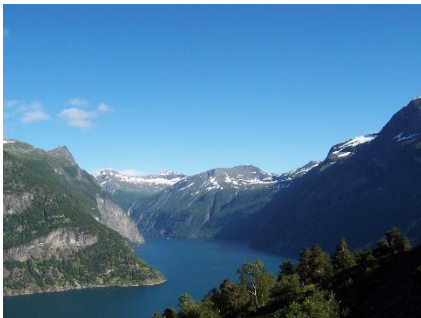
Lake:

A large inland body of fresh water.



Coast:

Land along the sea or ocean.



Inlet:

A part of a body of water that reaches into a coast.



Island:

A piece of land completely surround by water.

Local Landforms Grade 3

Natural Features of the Earth's Surface



Peninsula:

A piece of land that extends into the water and is surrounded by water on three sides.



River:

A natural stream of water emptying into an ocean or lake.



Straight:

A narrow channel of water joining two larger bodies of water.



Waterfall:

A place where running water makes a sheer drop usually over a cliff.

Local Landforms Grade 3

Natural Features of the Earth's Surface

Lesson 2: Landform Sculptures

Objective

To reinforce students' understanding of the various local landforms through a kinesthetic medium.

Time: 1 Hour

Location: Beach

Materials:

- Beach buckets

Procedure:

1. Invite students down to the beach.
2. In a circle, explain that they are going to be working in a small group of 3-4 to make sand sculptures of different landforms. These sand sculptures should all work together to allow water to go from the mountains to the lake (they are essentially creating a watershed).
3. Tell students they are going to sculpt a series of landforms together.
4. Set clear boundaries and rules for this activity. Be sure to indicate a common distance where all mountains should be sculpted from. Special consideration should also be given to the boundaries of the overall work area, footwear, and proximity to water.
5. Tell students they are all going to have 30 minutes to sculpt the following landforms: mountain, valley, a cave, a river basin, and then a waterfall. The goal is to not only sculpt the landforms accurately, but also to ensure that water, when dumped from a bucket, will flow from the tops of their mountains (i.e. glaciers) down the waterfall, along the river, eventually culminating in the lake (and later, the sea).
6. Once the allocated sculpting time is over, tour each series of landforms giving each group an opportunity to present their landforms series (and overall watershed).
7. End each presentation with a dramatic dumping of 1 bucket of water from their chosen starting location. Celebrate whether the water makes it to the lake or not.



Local Landforms Grade 3

Natural Features of the Earth's Surface

Lesson 3: Sketching and Painting Landforms

Purpose

Students will apply their knowledge of landforms by identifying local landforms. They will attune their understanding by transcribing what they see in a detailed landscape sketch and subsequent watercolour.

Time: 1.15 Minutes

Location: The Beach & The Main Lodge/Indoors

Materials

- Clipboards (1 per child)
- Watercolour Paper
- HB Pencils (1 per child)
- Pencil Sharpeners
- Watercolour Paints
- Brushes (1 per child)
- Palettes (1 per child)

Procedure

Part 1: Sketching

1. Tell students they are going to be drawing then painting the landforms they can see.
2. Invite all of the children to sit along the water's edge and identify all of the landforms in site: bay, lake, island, peninsula, beach, and mountain(s).
3. Call them back together in a semi-circle. Demonstrate the process of sketching a landscape.
 - i. Choose the view you wish to record. Sit and stay in that place.
 - ii. Choose a scale and draw lines dividing the page.
 - iii. Draw in the background (i.e. skyline & mountain contours) and the foreground.
 - iv. Draw in lines showing the main landform features.
 - v. Draw in features such as changes in slope, vegetation, and rock type.
4. Hand out clipboards with watercolour paper and pencils with erasers. Be sure students write their name on the back of their paper right away.
5. Give students 15-30 minutes to sketch the visible landforms and landscape.
6. Optional: If choosing not to paint this specific drawing, proceed with labeling the landforms.
7. All children should produce a similar sketch.

NOTE: Be sure that adult facilitators, create a sketch of their own for use in the watercolour demonstration.

Local Landforms Grade 3

Natural Features of the Earth's Surface

Lesson 3 (continued): Sketching and Painting Landforms

Procedure (continued)

Part 2: Water Colour Painting

1. Head in to the main lodge.
2. Have watercolour sets, brushes, palettes, and water, laid out at each table.
3. Show the following video:
<https://www.youtube.com/watch?v=FBGfrwtQASE>
4. Demonstrate the wet-on-wet and wet-on-dry techniques.
Advise students of the following:
 - a. Don't use too much water.
 - b. Never go over the same part many times, just once or twice.
 - c. Wet-on-dry will result in darker colours.
 - d. You can combine the two techniques to get different textures.
5. Using your own sketch, demonstrate step-by-step, how to paint this landform sketch. Start with lighter washes in the background (sky) and proceed with increasing detail and depth of colour as you move into the foreground.
6. Once painting are complete, set to dry.



Lesson 4: Pass the Stone

Purpose

This is a closing and reflection activity where students have an opportunity to share a special experience from the day.

Materials

- 1 Special Stone

Location: Field or Indoors

Procedure

1. Tell students you have a special stone in hand, chosen because rocks and stones are the basis for most landforms.
2. Invite students to sit in a circle.
3. Retell the story of the day back to students.
4. Give students a moment to reflect back on the day and choose one special memory or learning experience they would like to share with the group.
5. Tell students that the person with the stone is the only one who gets to speak. The stone begins with the teacher and will be passed around the circle. After each turn, the child is to pass the stone to the person next to them.
6. Those who do not want to share, can peacefully pass the stone. The stone will begin and end with the teacher.
7. Once all students have an opportunity to share, the teacher, holding the stone, can close the circle.