


LESSON TITLE-Landforms (India)


TIME -150 minutes


OVERVIEW The students will explore and learn about landforms through Goggle Earth Voyage

SUBJECT/TOPIC Environmental Studies

AGE LEVEL-7to 9 yrs old

 **Learning Objectives** - SWBAT-
*identify and name various landforms
*Describe their physical properties
*classify and categorize major landforms of India
*build/draw a model of a landform



 **Inquiry** what do you /I know about landform?
What is a landform?
What landforms are present in the place we live or in our home state?
What is the shape of each landform?
What are the characteristics of the landforms?


 **Materials Needed** - Pictures of the landforms
,landform word cards,access to Google Earth, clay
Quiz cardsTextbook, Videos /ppts and map slate

https://earth.google.com/earth/rpc/cc/drive?state=%7B%22ids%22%3A%5B%2215URTt_pc8KNlbsx5TvKQkcWT3TvpZjTh%22%5D%2C%22action%22%3A%22open%22%2C%22userld%22%3A%22114610485911931557213%22%7D&usp=sharing

 **Lesson Summary**

- Engage: After a brief recap of previous knowledge ,students will discuss their understanding of landforms.
- Explore: Students will explore landforms of India through google Earth Voyager after understanding the various types of landforms with pictures and Hand fist explanation.
- Explain:The physical characteristics and salient distinguishing features will be explained through landform maps.
- Revise: students will revise the concepts by learning to read, landform maps and the use of color and map key.

	<ul style="list-style-type: none"> Apply: Identify and name the landforms in the famous natural reserves in India for eg landforms in the Great Himalyan national park.
 Sustainable Development Goal UNSD Goal no 15-life on Earth UNSDGoal no 11-Sustainable Cities and Communities UNSDGoal no 13 -Climate Action	 Culminating Task/Assessment- class Activity- Think Pair Share- (Group of two students) students will be given a state and they draw the important landforms using clay modelling .The present it and speak about its characteristic features.

 Textbook Chapter	This concept is related to the chapter in EVS textbook as face of our mother earth or as landforms in India
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Engage (5 minutes)

1. Activate prior knowledge and prepare students for new concepts, skills or processes.
2. Introduce the essential question that will guide the inquiry investigation.

Explore (25 minutes)

1. Teachers introduce the first source of information using an Earth story or [Voyager Story](#).
2. Students record observations or evidence as it relates to the inquiry.
3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

1. Teachers organize students into small groups or partners.
2. Students share first "hypothesis" with a small group or a partner.
3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

Next, repeat the process with a second source of information.

Explore (25 minutes)

1. Teachers introduce the second source of information.
2. Students record observations or evidence as it relates to the inquiry.
3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

1. Teachers organize students into small groups or partners.
2. Students share first “hypothesis” with a small group or a partner.
3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

(Option to repeat this process with additional sources of information, each time resulting in an updated hypothesis.)

Apply (80 minutes)

1. Students reflect on outcomes and communicate findings.
2. Students use findings to draw conclusions and generate a solution to a problem.

Evaluate: Exemplar Response and/or Rubric

- Tools for assessing mastery of learning objectives to be used by teachers or students for self or peer assessment.

Additional Resources

- Links to texts or websites that relate to the topic and/or lesson.

Options for Differentiation

- Possible modifications, adaptations or extension activities specific to this lesson.

Credits

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