

# The Changing Shape of the Land

## Teacher Notes

- Give each student a copy of the passage with the assessment items attached.
- Call on volunteers to read the words in the box. Don't define yet.
- Guide the students in reading the passage. (They can read it silently first and then orally or just orally.)
- Discuss the passage as desired, having students define the words in bold print in their own words, using context clues or prior knowledge.
- Complete the multiple-choice items.
- Use the vocabulary cards to play vocabulary games:
  - Beat My Time!
    - Place the vocabulary cards on the table or display using the Elmo.
    - Have one student come forward and read the words as quickly as he/she can while timing the student. If the student makes a mistake, he/she may self-correct. The other students read the words silently to themselves as the words are read orally.
    - The student's name and his/her time are recorded on the board. The words are rearranged.
    - Another student is selected to try to "beat the time" of the previous student.
    - Continue in this manner until everyone has had an opportunity to participate.
  - Read My Mind
    - Pick one of the vocabulary words. Five clues are given about that word. The class works individually (or in pairs, depending on your group) to guess the word correctly. They have 5 chances to guess the word.
    - Have students number their paper from 1-5.
    - The first clue—"It is a key word from the box on page 1 of the passage." (Each student writes the word he/she thinks it is next to #1 on his/her paper.)
    - Second clue—"It has \_\_\_\_\_ letters." (Each student writes the word he/she thinks it is next to #2.)
    - Third clue—"It begins with the letter \_\_\_\_\_." (Each student writes the word he/she thinks it is next to #3.)

- Fourth clue—"It has \_\_\_\_\_ syllables." (Each student writes the word he/she thinks it is next to #4.)
- Fifth clue—"The definition of the word is \_\_\_\_\_." or use the word in a sentence. (Each student writes the word he/she thinks it is next to #5.)
- Say, "I know that you all have the correct word by now. What is it? Who had the correct word by #1, by #2, by #3, by #4?"
- After you do this a few times, allow student volunteers to give the clues and have "their minds read".
- Concentration
  - Lay the vocabulary words and definition face down on the table or desk in a 3 x 4 grid. (The bottom row will only have 3 cards.)
  - The first student turns over two cards. If the cards show a word and its correct definition, the student keeps the cards and gets one point.
  - If the two cards do not represent a word and its definition, the cards are turned back face down.
  - Play continues with the next student.
  - Continue playing until all vocabulary words have been matched with their definitions.
  - The student with the most points (matches) is the winner.

# Answer Keys

## Answer Key—Assessment Items

1. B
2. A
3. D
4. B
5. B
6. A
7. erosion
8. deposition
9. destructive
10. processes
11. properties
12. contributions
13. destruction
14. location