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## Land and Water Forms: Three Part Cards



### Age

- 4 - 6 years



### Language

- island, cape, peninsula, isthmus, archipelago
- lake, bay, gulf, strait, chain of islands



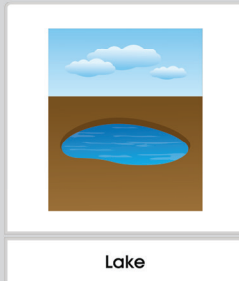
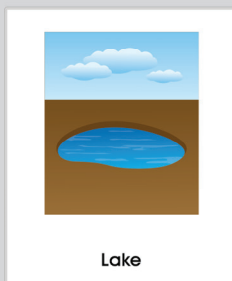
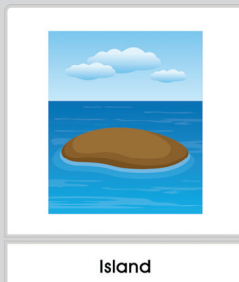
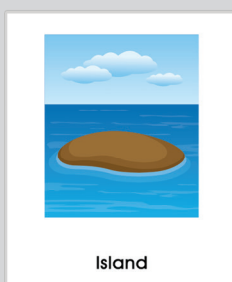
### Control of Error

- teacher
- word label does not match form with which it is paired



### Material

- three part cards of the land and water forms: island, lake, cape, bay, peninsula, gulf, isthmus, strait, archipelago, chain of lakes
- tray
- rug



### Aim

#### Direct

- develop an appreciation and awareness of the earth

#### Indirect

- recognize the basic land and water forms



### Extension

- introduce these further sets of land and water form three part cards:
  - set 2: cards with the outline of the land and water form with red lines used to identify the land part of the formation.
  - set 3: cards with the outline of the land and water form in red, outline only.
  - set 4: cards with a simple definition of the land or water form (word may be highlighted to call attention to the name of the form).

## Presentation

1. Place the tray of the land and water form three part cards in front of the children.
2. Select the lake card (with the word), and place it in the upper left corner of the rug. Say, "This is a picture of a lake."
3. Select the picture of the island, and place it below the picture of the lake.
4. Ask, "What water form does this picture represent?"
5. Continue in this manner, placing each picture on the rug, and have the children identify the land or water form.
6. Distribute the pictures without the labels to the children.
7. Point to the first picture, the lake, and say, "Who has the picture of the lake?"
8. Have the child with the picture of the lake place it to the right of the picture of the lake on the rug.
9. Continue in this manner until all the pictures that the children have are matched to the pictures on the rug.
10. Distribute the labels to the children.
11. Point to the first picture, the lake, and say, "Who has the label that says 'lake'?"
12. Have the child with the label of the lake place it below the picture of the lake.
13. Continue in this manner until each of the labels is matched to the appropriate picture on the rug.
14. Replace the materials on the tray.
15. Return the materials to the shelf.

## Land and Water Forms: Globe

### Age

- 4 - 6 years

### Language

- island, cape, peninsula, isthmus, archipelago
- lake, bay, gulf, strait, chain of lakes

### Control of Error

- arrow/label does not indicate form to which it points
- teacher

### Material

- land and water globe
- arrows/labels: island, cape, peninsula, isthmus, archipelago, lake, bay, gulf, strait, chain of lakes
- plastic putty to affix arrows/labels to globe
- cut-out shapes of land and water forms (for reference, if needed)



Island

Lake

Cape

Bay

### Aim

#### Direct

- understand the relationship between land and water forms to the globe

#### Indirect

- recognize the basic land and water forms

## Presentation

1. Place the globe in front of the children.
2. Say, “We have located land and water on this globe. Let’s locate particular land and water forms. Who would like to find a land or water form?”
3. Allow several children to look at the globe and to identify a land or water form.
4. Lay out the arrows/labels for the land and water forms. Name them as they are laid out.
5. Select the first arrow/label and read it.
6. Say, “This label says ‘lake’. Who can find a lake on the globe?”
7. Select a child to identify a lake. Attach the arrow/label to the globe, indicating the lake.
8. Continue with the remaining arrows/labels. Read the label, select a child to identify the land or water form on the globe, and attach the label to the globe.
9. When all arrows/labels have been attached to the globe, remove each one, reading it and placing it in a basket.
10. Say, “This basket of land and water form labels will be on the shelf. You may use the labels with this globe to locate land and water forms.”