

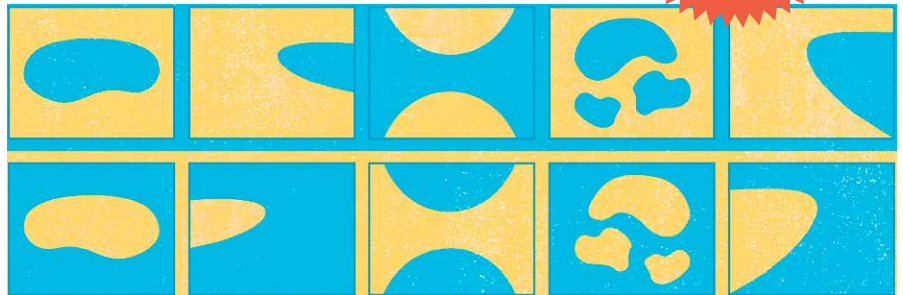
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A TEACHER'S CURRICULUM GUIDE to **Water Land**

written and illustrated by Christy Hale

Interest Level: PreK-3

FOR
USE WITH
COMMON CORE
STATE
STANDARDS



SYNOPSIS

Water Land: Land and Water Forms Around the World helps educators tap into children's natural curiosity about the world around them and introduce an exploration of the physical features of the earth. Brightly illustrated environments showcase ten land and water masses. With each turn of a die-cut page comes a transformation; watch the shape of a lake become the shape of an island, a bay . . . a cape, a strait . . . an isthmus, a system of lakes . . . an archipelago, and a gulf . . . a peninsula. Each scenic example is labeled so children can learn nomenclature and identify basic forms. At the back of the book, a chart defines each term and provides a quick visual reference, while also highlighting the inverse relationships of the water and landforms. A large foldout world map introduces children to oceans and continents, and also pinpoints examples of the ten land and water forms. An accompanying legend lists additional land and water forms to find all around the world.

ABOUT THE AUTHOR AND ILLUSTRATOR

Christy Hale decided to become an author and illustrator when she was ten years old. At the time, she and her best friend enjoyed acting out books they loved, like *Harriet the Spy*.

Christy worked as an art educator, and then in publishing as a designer and art director before becoming an illustrator and author. Today she lives in Northern California and continues to work as a writer, illustrator, designer, and art director. She gives educational programs for children and adults and teaches an online course, *Writing for Picture Books*. Visit Christy online at christyhale.com.



"Hale's art is playful and appealing but never overwhelming or distracting as she uses the die cuts and precise color to establish unmistakable visual connections." —*Kirkus Reviews*

★ "Die-cuts serve both useful and playful purpose in this introduction to Earth's various meetings of water and landforms." —*Horn Book*, starred review

★ "There are fun details to pore over in each textured picture . . ." —*Booklist*, starred review

"An obvious choice for units on geography and water, this title will also inspire creative image making."

—***School Library Journal The Classroom Bookshelf***

<http://www.theclassroombookshelf.com/2018/06/water-land-land-and-water-forms-around-the-world/>

BACKGROUND

Land and Water Forms

The back matter includes a succinct description of each land and water form. For photos of examples from around the world, related terms, information

about the origins of each form, and additional details, National Geographic offers encyclopedia entries dedicated to terms from the book.

Lake: <https://www.nationalgeographic.org/encyclopedia/lake/>

Island: <https://www.nationalgeographic.org/encyclopedia/island/>

Bay: <https://www.nationalgeographic.org/encyclopedia/bay/>

Cape: <https://www.nationalgeographic.org/encyclopedia/cape/>

Strait: <https://www.nationalgeographic.org/encyclopedia/strait/>

Isthmus: <https://www.nationalgeographic.org/encyclopedia/isthmus/>

Archipelago: <https://www.nationalgeographic.org/encyclopedia/archipelago/>

Gulf: <https://www.nationalgeographic.org/encyclopedia/gulf/>

Peninsula: <https://www.nationalgeographic.org/encyclopedia/peninsula/>

System of lakes: For an explanation of how one system of lakes works, the Great Lakes, consult <https://www.britannica.com/place/Great-Lakes>.

Land and Water Forms in Montessori Teaching and NGSS Standards

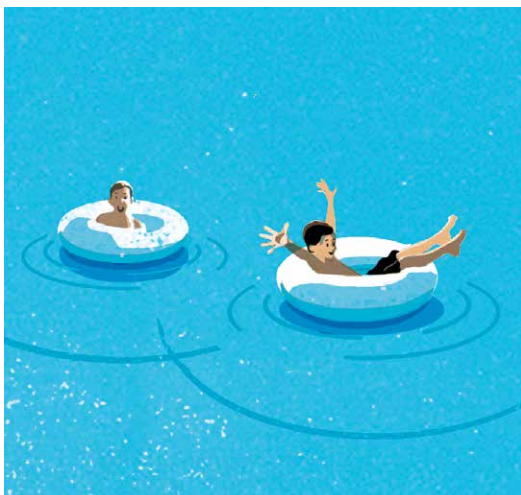
This book was inspired by a school project the author's daughter did to create a book that defined various land and water forms. (Find directions and black line masters to create a similar book at <http://www.christyhale.com/My-Book-of-Water-and-Landforms.pdf>.) The land and water form pairings in this book are the same as those introduced in traditional Montessori physical geography lessons, which include hands-on learning, multiple exposures to concepts, and specially designed tactile and reference materials. Find a wealth of information about the Montessori approach to teaching about land and water forms, along with links to materials

and lesson ideas at <https://livingmontessorinow.com/montessori-inspired-fun-with-land-and-water-forms>.

Many lesson ideas are applicable to students in elementary school as well as preschool.

In addition to the Common Core State Standards noted, the book content and many of the extension opportunities described in this guide are also closely tied to select areas of the Next Generation Science Standards (e.g. Kindergarten exploration of Interdependent Relationships in Ecosystems: Animals, Plants and the Environment, or Second Grade exploration of Earth's Systems: Processes That Shape the Earth).

COMPREHENSION QUESTIONS AND PROMPTS



RELATED CCSS STANDARDS:

Reading Standards, Key Ideas & Details, Strands 1-3

Reading Standards, Craft & Structure, Strands 4 & 5

Reading Standards, Integration of Knowledge and Ideas, Strand 7

Language Standards, Vocabulary Acquisition & Use, Strands 4-6

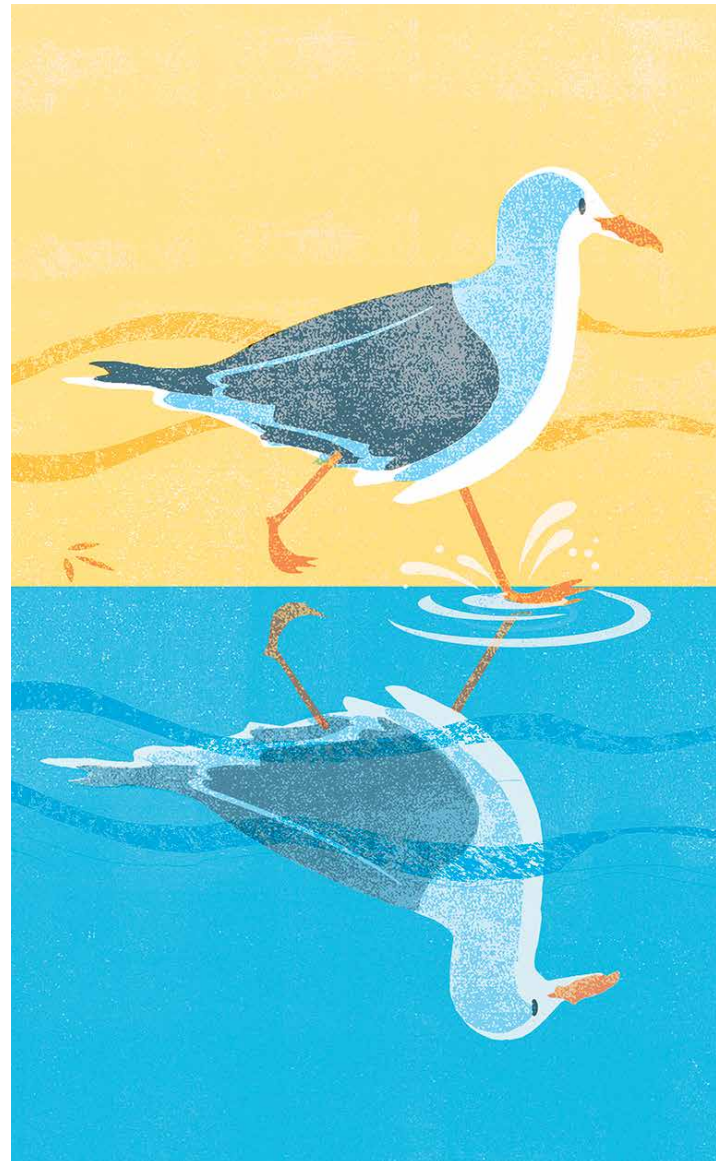
Speaking & Listening Standards, Comprehension and Collaboration, Strands 1 & 2

Support students' comprehension and deepen their experience with the book by facilitating discussion before, during, and after reading. While the text itself is sparse, the relationships suggested, the additional details in the illustrations, and the back matter present ample additional learning opportunities. Consider reading *Water Land* more than once to encourage students to focus on different facets of the book. During discussions, encourage students to provide evidence from the text and illustrations to support their answers to text-dependent questions.



Before Reading

1. Activate students' background knowledge on the topic of land and water forms. Ask questions like:
 - Are we on land right now, or water? How do you know?
 - Where have you seen water? Where is the closest water to us?
 - How are land and water different? How are they the same?
2. Preview the book to continue activating students' background knowledge. Show students the cover and read the title. Ask questions like:
 - Do you think this book will be fiction or nonfiction? What do you think it will be about?
 - What do you see on the cover? Where is the land? Where is the water? How do you know?
 - What does "forms" mean in the title? What shapes or forms of water do you know? (Students may mention non-geographical water forms like puddles or swimming pools.)
 - What shapes or forms of land do you know?
 - How would [land/water form student mentioned] look from the sky?
 - How are the shapes of [landform student mentioned] and [water form student mentioned] the same? How are they different?
3. Set a purpose for reading; ask students to listen to (or read) the book and view the illustrations to learn more about land and water forms and how they are related to each other. Remind them to notice details in the illustrations to learn more. Explain your plans for looking at the back matter after reading as applicable.



During Reading

Ask questions during reading to encourage students to notice details, make connections, and explore concepts further. Mix whole class responses, individual responses, and sharing in pairs to allow for more participation opportunities. Possible questions include:

- Where is the water on this page? Where is the land?
- What does this page teach us about a/an _____?
- What's happening in the picture? What makes you think that?
- What happened when I turned the page? How are the _____ and _____ the same? How are they different?

After Reading

Review concepts presented and invite additional exploration with questions like:

- What were the pairs of land and water forms in the book?
- Why do you think the author decided to pair forms this way?
- How would you explain the main idea of this book?
- What are you still wondering about this topic?



VOCABULARY

RELATED CCSS STANDARDS:

Reading Standards, Craft & Structure, Strand 4
Language Standards, Vocabulary Acquisition & Use, Strands 4-6
Speaking & Listening Standards, Comprehension &
Collaboration, Strands 1 & 2

This book hinges on the content-specific vocabulary words for the land and water forms it depicts. The back matter includes additional vocabulary helpful for discussing the content. Facilitate students' understanding of the words below by discussing them before, during, and/or after reading. Encourage students to explain vocabulary in their own words, represent words visually or with physical actions, and to use words in a variety of contexts. Discuss relationships between words, including synonyms and antonyms.

Content Specific Vocabulary Words

lake	body of water	mainland
island	ocean	volcanic
bay	continent	subglacial/ glacial
cape	north, south, east, west and variations	landlocked
strait	(e.g., southwestern, easternmost)	wetland
isthmus	nation	region
system of lakes	coast	equator
archipelago	country	inlet
gulf		
peninsula		

Academic Vocabulary Words

surrounded	edge	bordered
extend/ extension	tip	separate
narrow	join	straddle
connect	link	series
strip	parallel	bounded
	entirely	

STRATEGIES TO SUPPORT ENGLISH LANGUAGE LEARNERS

RELATED CCSS STANDARDS:

Language Standards, Vocabulary Acquisition & Use, Strands 4-6
Speaking & Listening Standards, Comprehension & Collaboration,
Strands 1 & 2

ELL students may benefit from additional support to access the vocabulary and content in this book. Consider these strategies:

1. Preview and/or review the book with a focus on additional related vocabulary, including words for items in the illustrations and adjectives to describe the land and water forms.
2. Practice using key terms from the definitions in the back matter in multiple contexts to solidify understanding. For instance, have students act out "surrounded" with their bodies or various items.
3. Create word maps for certain terms. Highlight how various words from the text are related to one another. (See: http://www.readingrockets.org/strategies/word_maps/.)
4. Show students real photos of the land and water forms. Help students identify specific examples of each form. Connect locations to students' native countries, if applicable.

(Many of the following interdisciplinary activities will also support language learning and comprehension for ELL students.)



INTERDISCIPLINARY ACTIVITIES

Select activities from those below to fit your students' needs and interests, or to review or extend content for diverse learners.

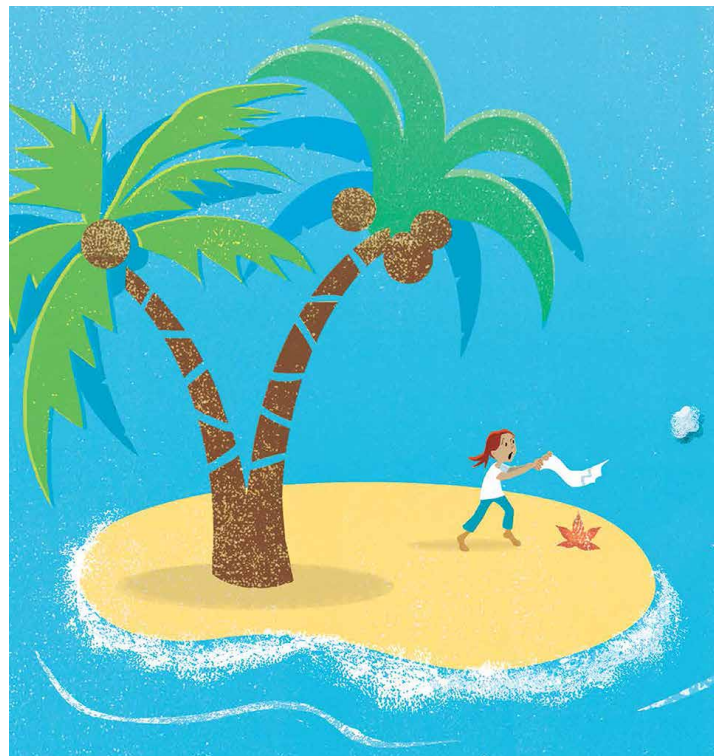
Reading & Writing

RELATED CCSS STANDARDS:

Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9
Writing Standards, Text Types & Purposes, Strands 2-3

Writing Standards, Production & Distribution of Writing, Strand 4
Language Standards, Vocabulary Acquisition & Use, Strands 4-6

1. Help students practice describing relationships with a compare and contrast game. Print picture cards for each of the land and water forms from the book. You can find free ones at <http://thehelpfulgarden.blogspot.com/2012/01/land-and-water-form-nomenclature-cards.html>) and place them face down on the table or carpet. Challenge a student to choose two and name one way the forms are the same and one way they are different. (E.g., "They are both landforms." "They are both mostly surrounded by water, but one is long and straight and one is rounded.")
2. Invite students to write personal narratives about an experience related to a land or water form from the book. Share several of your own examples and brainstorm nearby land and water forms students may have visited to help spark ideas.
3. Read examples of concrete poetry such as those in *Dreaming Up: A Celebration of Building* (<https://www.leeandlow.com/books/dreaming-up>) or *Wet Cement: A Mix of Concrete Poems* (<https://us.macmillan.com/books/9781626727199>). Discuss how the land and water form shapes might inspire concrete poetry. Invite students to write concrete poems in the shape of one of the land or water forms. They might use the space on one of the black line masters from this activity (<file:///Users/christyhale/Documents/christyhale.com/My-Book-of-Water-and-Landforms.pdf>).
4. Use the details in the illustrations as the inspiration for a discussion of story elements. Display the "Island" page and tell a story about the stranded girl. Ask students to note the characters, setting, problem, and solution. Ask students to compose their own oral stories inspired by the illustrations of the other spreads. Find directions for a similar storytelling activity here: (<file:///Users/christyhale/Documents/christyhale.com/WaterLandStoryCards.pdf>)
5. Use the book as a mentor text to help students create books that define a set of vocabulary words (e.g., words related to a science or social studies



topic or favorite activity). Study how the author grouped the land and water form words in pairs, and discuss other options for sequencing words. Study the back matter to discuss writing straightforward and informative definitions. Discuss various options for representing words visually, using the book illustrations as a springboard.

Social Studies

RELATED CCSS STANDARDS:

Reading Standards, Integration of Knowledge & Ideas, Strand 7
Writing Standards, Research to Build & Present Knowledge, Strands 7-9
Language Standards, Vocabulary Acquisition & Use, Strands 4-6
Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-2

1. Prepare a scene on butcher paper on the floor or a table that includes outlines of some of the land and water forms from the book. Have students name and help color the forms appropriately to denote whether they are land or water. Gather small toys, figurines, etc. and assess students' understanding by asking them to place items on or near certain forms. Also make the scene and items available for free play.
2. Invite students to explore bird's eye view by having them stand on chairs to determine how their desks or tables look from above. Have them try to draw the shapes they see. Explore other books with bird's eye view illustrations, such as the Madlenka series (<https://us.macmillan.com/books/9780312659127>). Ask students to create their own maps or scenes from a bird's eye perspective.
3. Have pairs or small groups of students view photographs of select locations from the list of land and water forms in the back of the book, or regional or local examples, and identify which form each photo represents. Compare the viewpoint of a traditional landscape photograph to an aerial photo or Google Maps view, if possible. Have students use butcher paper, paint, and collage or drawing supplies to create a birds-eye mural similar to the book illustrations, but specific to that location. Ask them to consider questions like, "What shape will the land be? What shape will the water be? What animals should be included? What structures? What should people be doing? How should their clothing reflect the weather?"
4. Use the "Gulf" and "Peninsula" spreads to inspire a discussion of treasure maps. Provide students with fictional or real maps that include land and water forms from the book. Ask them to secretly draw an X to mark their buried "treasure." Encourage critical thinking about a good place to bury a treasure (e.g., "Would you bury it at the tip of a peninsula? Why or why not?") Have them students write or tell a partner directions to find their treasure, using vocabulary from the book to describe landmarks, and/or cardinal direction words.
5. Have students practice interpreting map-related language and attending carefully to text by working in pairs to locate example land and water forms from the list at the end of the book. Provide a map with labels that students can use to infer the location of examples (e.g., mark "Massachusetts" so students can find Cape Cod, "a hook-shaped cape in Massachusetts.") Or, provide a standard world map and ask students to locate the examples listed using the cardinal directions provided in the descriptions (e.g., "Cape Adare – the northeastern edge of East Antarctica, south of New Zealand").
6. Provide students with a map of your community, state, or region, and a list of notable land and water forms. Ask them to locate items from the list and write original descriptions of them, using the descriptions in the back matter as models. (E.g., "Sunny Lake is a baseball bat-shaped lake in the northeast corner of Smithville.")
7. Discuss the impact of land and water forms on people's lives. Ask questions about each land and water form such as: "What jobs might people have who live near a _____?" "What might people do for fun near a _____?" "How might people who live near a _____ use natural resources?" "What might people who live on/near a _____ need to do differently than you because of their location?" "Why might someone choose to live or work near a _____ instead of somewhere else?" Challenge older students to research specific topics that emerge from your brainstorm session, or these questions as they relate to a specific location or time in history.



STEAM (Science, Technology, Engineering, Art & Mathematics)

Reading Standards, Integration of Knowledge and Ideas, Strand 7

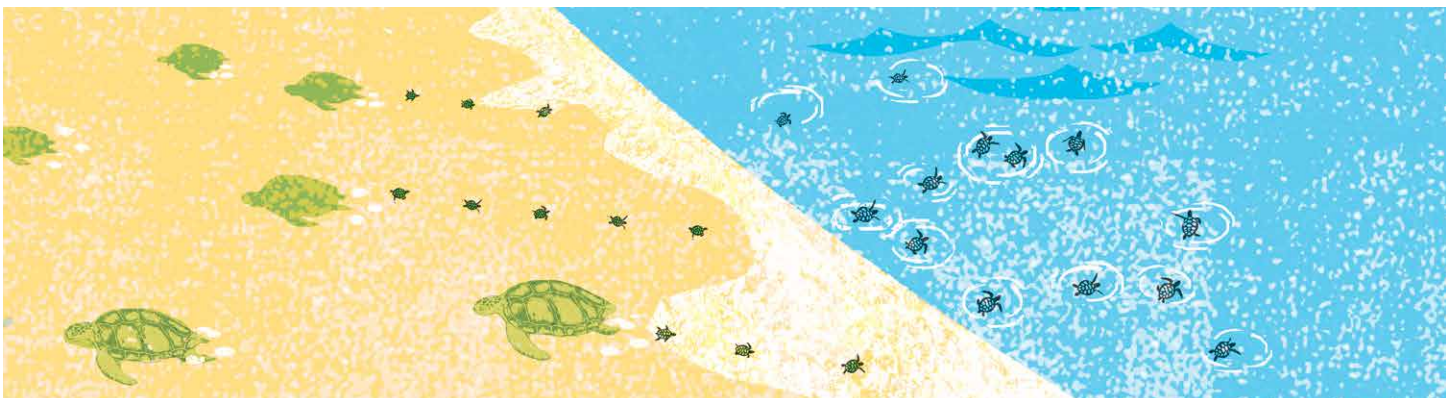
Writing Standards, Research to Build and Present Knowledge, Strands 7-9

Language Standards, Vocabulary Acquisition & Use, Strands 4-6

Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-2

Speaking and Listening Standards, Presentation of Knowledge and Ideas, Strands 4-5

1. Provide materials for students to create artistic representations of land and water forms. Possibilities include glue and sand with blue watercolor paint, or contact paper with squares of brown and blue tissue paper. As an extension, students could add people, animals, and other details with collage materials, using the book illustrations as inspiration.
2. Explore shapes and inverse shapes by making a class cutout book. Provide students with black line masters that have different shapes in the centers or stencils to trace their own. Show them how to pinch the paper and snip along a line to cut out the shape while leaving the rest of the paper intact. Have students glue the shape and the original page to sheets of different-colored paper and use drawing supplies to turn each item into a familiar item or scene. Establish a repetitive text pattern like "A [triangle] can be a _____ or a _____." For more ideas, share other books with cut out illustrations such as *Green* (<https://us.macmillan.com/books/9781596433977>) or *First The Egg* (<https://us.macmillan.com/books/9781596432727>).
3. Explore inverse shape relationships as described above, but have students use a free-drawing app on tablet or computer. Show them how to paint a background, cut out a shape, move it to a new page, and add details and text to both pages.
4. Encourage hands-on learning by providing students with materials to create models of land and water forms. Use sand and water in a sensory table or blue and brown clay. Direct exploration with prompts like, "Can you make an island? Where should the water go? How could you change it to be a peninsula?" or "How do you think a ____ was made in nature?"
5. Investigate the ways water can change land. Have students create some of the land forms listed with sand or soil in a large lasagna pan or moveable tub and observe the influence of water added in various ways to mimic nature (e.g., make "rain," pour water down a slope or tilt the tray back and forth to simulate waves). Add "plants" or rocks to observe their effectiveness at reducing erosion. Ask older students to read about erosion in more detail. Investigate the impact erosion has had on the landscape of your region, if applicable. For a complete lesson plan and video links related to this topic, consider: <https://betterlesson.com/lesson/639991/how-can-water-change-the-shape-of-the-land>.
6. Investigate how land and water forms can be animal habitats. Begin by reviewing the book illustrations to spot all the animals (e.g., seagulls, deer, sea turtles). Brainstorm additional animals that may be native to each form. Have pairs research different animals, focusing on the interplay between animal and habitat. (E.g., "Where does the animal find its food? What does it use for shelter? How is it adapted to its habitat?")
7. Investigate the impact of environmental problems or disasters on various land and water forms, as well as any applicable conservation or restoration efforts. For instance, explore the impact of invasive plants on lakes, pollution in bays or gulfs from an oil spill, or the impact of rising sea levels due to climate change on islands and archipelagos. Students could create newscasts or engage in persuasive writing to encourage others to be responsible stewards of particular land and water forms.



Physical Education

RELATED CCSS STANDARDS:

Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-2

1. Discuss how land and water are represented on a globe. Play pass with a stuffed or inflatable one. As students catch it, have them announce whether a particular point (e.g., their left thumb) is touching land or water.
2. Play the jumping game "Land, Sea, Air," described at <https://www.whatdowedoallday.com/indoor-active-game-land-sea-air/>, in which players jump into a "land" or "sea" area as marked by tape on the floor, or up into the air. Vary your tape markings and commands to reflect land and water forms from the book.

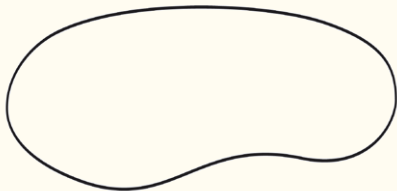


DOWNLOADABLE ACTIVITIES

<http://www.christyhale.com/activities-downloadable-lessons.html>

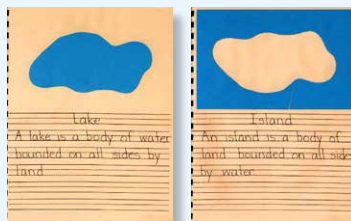
lake or island?

DRAW YOUR OWN DETAILS



Water and Landform

DEFINITION BOOK
WITH PAPER CUT PAIRS



Story Cards

A GROUP STORYTELLING
ACTIVITY



Classroom Map for the Birds!

INTRODUCING BIRD'S EYE
VIEW AND SYMBOLS



Table Map

FOR ASSESSMENT
& FREE PLAY



Magnetic Map

LOCATING LOCAL
LAND AND WATER FORMS



ADDITIONAL RESOURCES

<https://www.pinterest.com/christyhalebks/geography-books-for-kids-maps-land-and-water-forms/>

About the Author of this Teacher Guide: Lindsay Barrett is a former elementary teacher and literacy nonprofit director. She currently works as a literacy consultant. Find out more about her work at <https://lindsay-barrett.com>.

