

Landmarks Scavenger Hunt



Kindergarten, First Grade

Social Studies, ESL, ,

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Help your kids learn about landmarks with this lesson that takes them on a field trip around the school and has them record their findings in writing.

Learning Objectives

Students will be able to identify the different kinds of landmarks in their neighbourhood.

Materials and preparation

- Markers, pens, or colored pencils
- Types of Landmarks worksheet
- Writing journals or paper
- Pencils

Key terms

- landmarks

Attachments

- Types of Landmarks (PDF)

Introduction (5 minutes)

- Tell students that today they're going to take a short field trip.
- Explain that, as a class, they will be walking around in the neighborhood and identifying different types of **landmarks**, or parts of your neighborhood that are easily recognizable.

Explicit Instruction/Teacher modeling (10 minutes)

- Name or draw the landmarks you will encounter on the board.
- Think aloud details and characteristics of landforms as you sketch some landmarks and write the name for each of the landmarks under the drawing.
- You can show the students pictures of the landmarks on a computer or electronic tablet if you feel it will help your class.

Guided Practice (30 minutes)

- Hand out the Types of Landmarks worksheet to each student. Explain the directions to them.
- Take the students out for a walk around the neighborhood.
- Make sure that they circle the landmarks that are in your neighborhood.

Independent working time (30 minutes)

- Ask students to draw and write in their journals about the field trip, specifically what they see and the landmarks you discussed earlier.
- Have peers take turns presenting their drawings in partnerships. Instruct them to share the details about each landform they drew as they share their descriptions of their drawings.
- Remind students to use some of the descriptive language you modeled during the teacher instruction section and the walk around the neighborhood.

Differentiation

Enrichment:

- For advanced students, let them write their journal entries on their own and set sentence and vocabulary minimums for them to complete.

Support:

- For support students, assist them with their journal entries, letting them use the worksheet or a list of local landmarks to help them along.

Assessment (10 minutes)

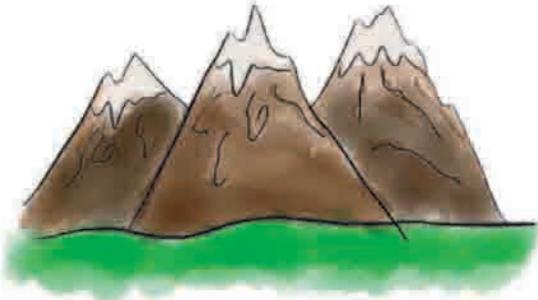
- Ask the students what landmarks they've seen today in their neighborhood.
- Ask them what landmarks they haven't seen today and why they think that that's the case.
- Circulate during student presentations to assess student use of details in their descriptions of their landform drawings.

Review and closing (5 minutes)

- Discuss today's lesson and ask the students what their favorite part of the lesson was.
- If time permits, draw a rough sketch of the neighborhood, labeling landmarks, on the board with your class' assistance.

LANDMARKS

It is important to pay attention to the world around us. A landmark is a part of the land that is easy to recognize from far away. Circle all the landmarks that are in your neighborhood. Can you think of any others?



MOUNTAINS



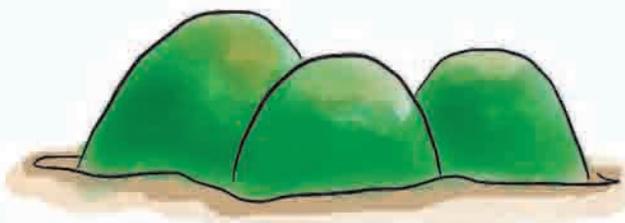
RIVER



SIDEWALK



POND



HILLS



ROAD