

Unit 2: The Forces of Wind and Water

WEEK 1 Lesson 1

Science and Engineering: Earth's Systems

Physical Geography of Maine: Landforms and Bodies of Water

S & E Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
S & E Guiding Question	What does our Earth look like? What makes it look that way?
Content Objective	I can ask questions to get more information about the landforms and bodies of water on different maps. (Practice 1, 2-ESS2-2)
Language Objective	I can discuss and ask questions about a map. (SL.1.2.c)
Vocabulary	bay: water that has land almost all around it body of water: an accumulation of freshwater or salt water on Earth's surface, such as an ocean, river, stream, pond, or lake elevation: height above sea level hill: a naturally raised area of land, shorter than a mountain island: a piece of land surrounded by water key: on a map, information to make sense of the map lake: a body of standing water that is surrounded by land; most lakes are full of freshwater, but some are filled with salt water landform: a feature of the Earth's surface, how the land is shaped model: a small copy or example of something peninsula: an area of land that goes out into the water and is connected to the mainland by a narrow stretch of land pond: a body of water usually smaller than a lake river: water that flows across land and into a lake or the ocean sea: salty waters that cover the greater part of the earth's surface sea level: the surface of the ocean water, halfway between high and low tides

Materials and Preparation	• Maps for Kids video (https://www.youtube.com/watch?v=UZaTK7B0doE) • chart paper On the whiteboard write: <i>Maps are important because _____.</i>
Opening	<i>Today we will learn more about maps. Where are some places that you have seen maps being used?</i> Harvest children's responses. <i>We will watch a video today. As we watch, pay close attention to the different maps that people use, and how map makers provide information for the readers.</i> <i>After we finish, I will ask you to share your observations about maps, and strategies that map makers use.</i> Watch the video.
Investigation	<i>Let's come back together and discuss our observations. Let's revisit the statement, maps are important because...</i> Invite children's reflections. Record the responses on the chart paper. Revisit the topic of strategies map makers use to help their readers understand more about a location. Children should reference a compass, symbols, and labels to demonstrate understanding of parts of a map.
Closing	<i>You have made many interesting observations. Tomorrow we will look at some maps of Maine. You will be map observers and readers as we investigate more about our state.</i>
Standards and Practices	SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion. 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Ongoing assessment	Take note of the children's understanding of maps, their purposes, and how maps can be similar or different. Listen and observe the application of the week's vocabulary during conversations and writing opportunities.