

Unit 2: The Forces of Wind and Water

WEEK 1 Lesson 2

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 Objectives	I can ask questions to get more information about the landforms and bodies of water on different maps of Maine. (Practice 1, 2-ESS2-2) I can cite specific features of the land to explain why a map is important. (2.T2.3)
Language Objective	I can ask questions and build upon others' ideas. (SL.1.2.b)
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	• Unit 2 Science and Engineering packets • writing tools • Maps of Maine slides • projector and screen • chart paper from Lesson 1 On the whiteboard write: This map is important because _____.
Opening 1 minute	<i>Yesterday we started exploring how mapmakers make maps to model different characteristics of an area of land, to tell different stories. Today you will use the notes in your Science and Engineering packets to share what you noticed and wondered about the map.</i>
Discussion 28 minutes	Show chart from previous lesson. <i>Let's review our thinking.</i> Show Maps of Maine slides.
slide 2	Model sharing an observation, such as: <i>I noticed that there are sections of land that stretch into the water. That stretch of land is called a peninsula.</i> <i>A bay is a body of water that is almost surrounded by water.</i> Invite children to share relevant experiences.
slides 3-6	Invite children to approach and interact with the maps one at a time or with their partners as they share their observations and questions. As children talk, highlight and reinforce relevant vocabulary, referring to slide 3 and/or referring children to the vocabulary page in their packets. Invite children to show the "Me, too" or other signal to affirm similar observations. Allow children to ask questions of each other. After children have shared observations, invite other children to share their questions in a similar manner. <i>What are you wondering?</i> Again, invite children to approach and interact with the map as they share their questions. Invite other children to respond with answers, but leave some questions unanswered, to be addressed later in the unit.
	Refer to the prompt on the whiteboard. <i>We'll take a few quiet minutes so you can take another look at your</i>

	<i>notes. Underline anything you noticed that helps you think about why this map could be important. What does it tell us? How might someone use it?</i> <i>Along with reviewing your notes, you might also take another look at the map and make more notes to support your thinking about why the map is important.</i> Allow children a few minutes to review their notes and prepare for the conversation. Facilitate equitable participation in the discussion using established discussion prompts and with questions such as: • Why do you think that? • Are you saying the same thing as _____, or something different? How is it different? • What do other people think about that? • Does anyone have something more to add? As the discussion begins, encourage children to begin, <i>This map is important because _____</i>. Remind them to cite evidence directly from the map and to use precise vocabulary.
Closing 1 minute	<i>This week we practiced working with physical maps and learned about the landforms and bodies of water. In the Discovery Studio this week, you will look more at this map, and you can use Beautiful Stuff to construct landforms and bodies of water.</i> <i>Next week we will explore landforms and bodies of water using other maps.</i>
Standards and Practices	SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. 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	Reflect on the class discussions. What language are children using? What do they understand about the purpose of maps? What do they find confusing? What language do children use to communicate their observations about landforms and bodies of water? To what extent do children use the discussion prompts, and how are the prompts helpful in promoting equitable and respectful

	discussion?
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Notes