

Unit 2: The Forces of Wind and Water

WEEK 2 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 Questions	What does our Earth look like? What makes it look that way? What resources can we use to understand changes in the shape of the land?
Content Objectives	I can identify landforms and bodies of water on a physical map of the United States. (2.T2.1) I can represent landforms and bodies of water on a map. (Practice 2, Science 2-ESS2-2)
Language Objective	I can discuss and ask questions about a map. (SL.1.2.c)
Vocabulary	city: an area of land within a state, that is led by a mayor country: an area of land, usually larger than a state but smaller than a continent, that has a single government elevation: height above sea level hill: a landform with sloping sides and a rounded summit or top, smaller than a mountain mountain: a raised landform with steep, sloping sides and a peak at the highest point mountain range: a series of connected mountains plateau: a raised landform that is flat on the top state: an area of land, usually larger than a city but smaller than a country, that is led by a governor * steep: at a sharp angle (*Week 1) tributary: a stream or river that flows into a larger stream or river valley: an area of low, flat land between hills or mountains

	volcano: a landform shaped like a mountain or hill with a vent or crater at the top from which lava and other materials shoot or flow
Materials and Preparation	● Maps of Maine United States slides Print the map, 1 copy per child. Optional: print one colored copy of the Maine map and put in a protective sleeve, one per group or table. ● projector and screen ● Science and Engineering packets ● colored pencil: blue, 1 per child ● Week 2 Vocabulary sheet, 1 copy for each table group Place sheets in sheet protectors. (These are also included in children's packets, printed in black and white.) Just ahead of the lesson, leave a set of two US Relief Maps and one Week 2 Vocabulary sheet at each table. Also provide colored pencils at each table.
Opening 10 minutes	<i>Today we are going to look at a map of Maine. I would like you to pay close attention to the choices the mapmaker made when they created the map. The Earth has many physical features and mapmakers make intentional choices when deciding how to make their maps. They also have to decide how to best represent cities, towns, capitals, and boundaries when they create a map.</i> Show the map of Maine on Slide 2. <i>What did you notice about this map? What decisions did the mapmaker have to make when they developed this map of Maine?</i> Harvest and affirm children's observations. <i>Today we are going to pay close attention to Maine's bodies of water. A body of water can be a lake, river, stream, bay, or ocean. Let's look at our map of Maine again. Do you think EVERY body of water in Maine is on this map? Why do you think that?</i> Harvest children's ideas. <i>This week and next we will practice being mapmakers. Mapmakers, like writers, make maps for different purposes. Our purpose this week will focus on identifying landforms on a map. Today we will start with Maine's bodies of water. Let's look at the map you will work with today.</i> Have students look at the labeling map. Show slide 3. Review the scale on the map. <i>Before we begin I would like to draw your attention to the scale on the map. When you hear the word scale you may think about weight, or the skin of a snake. Mapmakers use these symbols to</i>

	<i>help people determine distance on the map. A map is a picture that has been shrunk down to a manageable size. Can you imagine trying to read a map that was as big as the whole state of Maine!</i>
Investigation 15 minutes	<i>This is the map you will be labeling. You will use the colored map of Maine to help you label your maps.</i> Or draw their attention to the map you have left with their group. Review the directions for today's activity with the children. <i>You will use the blue colored pencil to trace the rivers on the labeling map. Color in the lakes and ocean blue as well. Label each lake, river, and ocean. Make sure to use a capital letter when you label your map.</i>
Closing	Circulate to review the work being done. In closing, remind the children that they will continue this work in lesson two when they work with a map of the United States.
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.

Notes
