

Unit 2: The Forces of Wind and Water

WEEK 2 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 identify landforms and bodies of water on a physical map of North America. (2.T2.1) I can represent landforms and bodies of water on a map. (Practice 2, Science 2-ESS2-2) I can compare two maps. (2.T1.2)
Language Objective	I can discuss and ask questions about a map. (SL.1.2.c)
Vocabulary	continent: a very large mass of land country: a piece of land, usually larger than a state but smaller than a continent, that has a single government elevation: height above sea level ocean: a huge body of salt water; sea physical map: map that represent bodies of water and landforms of an area state: a piece of land, usually larger than a city but smaller than a country, that is led by a governor
Materials and Preparation	• Science and Engineering packets • United States Maps slides • projector and screen • Greenland in North America Map, 1 copy for each pair of children • colored pencils: green, blue, yellow, light brown, and dark brown, one set for each pair or table

	• United States Relief Maps in sheet protectors, from Lesson 1
Opening 5 minutes	<i>Yesterday we looked at a physical map of Maine. Physical maps are models of the landforms and bodies of water in an area.</i> Show slide 2: North America. <i>Maine is one state in the country of the United States. The United States is part of a much larger area of land, the continent called North America. This is a map of the continent of North America. Here we can see all of the countries that form the North American continent. Can you locate the United States on the map of North America? Can you locate Maine?</i>
Investigation 12 minutes	Show slide 3: Greenland in North America. <i>Today you will map the landforms and bodies of water in North America. Like yesterday, you will have a copy of this map to examine closely. You'll locate landforms and bodies of water on this map and then represent them on a blank map...</i> Show slide 4: Outline Map of North America. <i>...this one!</i> Show the corresponding page in the Science and Engineering packets. <i>Remember to try to use the same colors as those on the map. For example, use blue to represent water and brown to represent high elevation.</i> Show slide 5: Vocabulary. <i>Here are two more words that will be helpful to you as you work Today. Draw on the children's knowledge to collaboratively define each word.</i> Continue to show this slide. Distribute the Science and Engineering packets. Send children to work. Circulate to support their discussion about the map, representation of elevation, and use of vocabulary. Observe and take notes. Children may notice that: • the Rocky Mountains seem to continue south into Mexico (the Sierra Madres) and north into western Canada; • Canada and the United States are very broad, and the land in the eastern part of each country is less elevated; • the coasts of Canada and the United States are curvy; • Mexico is narrow and divided by a mountain range (Sierra Madres); • the Gulf of Mexico is formed by the Florida and Yucatán Peninsulas;

	- the United States and Canada include large lakes; - several rivers originate in the Rockies.
Discussion 12 minutes	Bring the group back together. Have children bring the maps of North America back to the meeting area and sit with their partners. Return to slide 2. Facilitate a conversation using questions such as these: <i>What do you notice about the North American continent?</i> <i>What are some of the features that the United States shares with the rest of the continent?</i> <i>What are some features that are different?</i> Encourage children to point to landforms and bodies of water on their maps and to reference the map on the slide. Throughout the discussion, introduce and reinforce the names of landforms and bodies of water the children reference. Make sure to identify the Rocky Mountains, the Mississippi River, and the Atlantic and Pacific Oceans. Highlight and emphasize use of vocabulary from both Week 1 and Week 2 sheets. <i>Now let's compare two different maps. Yesterday you looked at the United States Relief Map. Put this map side by side with the map of North America, and talk to your partner about what is the same and different about each map.</i> Distribute a United States Relief Map to each pair of children. Allow several minutes for partners to talk, and then harvest children's ideas.
Closing 1 minute	Show slide 6: Physical Map of the World. <i>Today we looked at the North American continent. The other continents in the world are South America, Africa, Antarctica, Asia, Europe, and Australia. Each continent includes many different countries.</i> <i>At the Discovery Studio this week, you will get a chance to put together a world map puzzle and to look more carefully at a physical map of the world.</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	As the children work together, note how they talk about colors on the map and which landforms and bodies of water they identify. Listen for accurate use of vocabulary and for words that will need to be revisited. Record

	children’s questions. Use this information to facilitate class discussions in the coming days. Analyze the children’s maps. - How do children represent the size and location of landforms and bodies of water? - How do children use color on their maps? - Which landforms and bodies of water are common to most children’s maps? Which are not included on most maps?
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Notes
