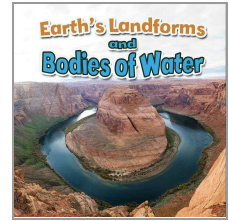


Unit 2: The Forces of Wind and Water



WEEK 1 Day 4

Text Talk

Earth's Landforms and Bodies of Water

Read 3 of 3

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What are landforms?
Content Objectives	I can identify important ideas about landforms in a text and answer questions about them in an organized way, both orally and in writing. (R.4.2, SL.2.2.a, W.3.2, W.1.2.b) I can map the shapes and types of landforms and bodies of water in an area. (2-ESS2-2) I can explain the bodies of water in my map using examples from an informational text. (2-ESS2-3)
Language Objective	I can identify, represent, and report my ideas about landforms and bodies of water in an organized way, both orally and in writing. (SL.2.2.a, SL.3.2.b, W.3.2)
SEL Standards	I can effectively communicate about my classmates' maps and writing. (SEL. Relationship Skills)
Vocabulary	canyon: a low landform with steep sides coast: land next to the sea delta: a triangle-shaped landform where the river meets a lake or ocean landform: a feature of the Earth's surface, how the land is shaped mineral: a substance formed in the earth, not of an animal or plant model: a small representation of something mouth (of a river): the end of a river where it meets a lake or an ocean narrow: not wide

Text Talk U2 W1 D4

	plateau: a high, level area of land representation: showing what something looks like shore: land along the edge of the water soil: dirt made of rocks and humus * steep: at a sharp angle stream: a natural flow of water that is smaller than a river surrounded: circled around on all sides (* surround, v.) valley: a long, low area between mountains or hills
Materials and Preparation	• <i>Earth's Landforms and Bodies of Water</i>, Natalie Hyde, 4 copies • chart paper and markers • Learning about Landforms and Bodies of Water chart, from previous days • blank paper, 11" x 14" or larger, one for each child • writing paper, one for each child • writing tools In this lesson, children will be drawing, labeling, and writing one or two sentences about maps they are making. At the Writing Station, they will continue writing about their maps in order to generate a paragraph as modeled below.
Opening 1 minute	Reintroduce the book. <i>Yesterday, we finished reading Earth's Landforms and Bodies of Water by Natalie Hyde. We have been learning about the different landforms and bodies of water that shape Earth. Today we will draw and label maps of imaginary places. Then we will explain our map in writing.</i>
Text and Discussion 18 minutes	As a whole group, create and label a map of an imagined place on the chart paper. Invite children to name landforms and bodies of water to include and to explain how to represent them on the map. Re-read and cite passages from the text according to the landforms and bodies of water that children name. Reference the chart as is useful. Begin with a delta, to model the process of identifying and finding information about a particular landform. <i>Let's think about this landform together: the delta. We might not have known much about deltas before reading this book. Now we know that a delta might look like this [draw a small triangle]. In our map, we want to be specific and accurate; let's look in the Index to see where in the book we can find out more about deltas.</i>

The index, at the back of the book, is where readers can look up a word to find out on which pages it is mentioned. This is a bit different from the contents, which tells readers where to find information about a topic. Refer to the Informational Text Features chart.

Model looking at the index and finding deltas on page 13.

Here it says a delta is a triangle-shaped area. The caption tells us that a delta is the place where a river splits into many channels. So we need to draw the big river and also to draw the smaller channels, or streams.

Invite children to suggest a few more landforms and bodies of water.

We have started our class map with one landform and some bodies of water. What else could we include in our map of the place we imagine? What would make sense to have near a delta?

Let's think for one full minute about the landforms and bodies of water you know now from reading this book.

Flip slowly through the pages of the book and refer children to the Learning about Landforms and Bodies of Water chart to help them recall various landforms.

Turn and talk to a partner: what landforms or bodies of water are you thinking of? Can you remember where in the book you learned about them—through text we read, or through illustrations and captions?

Add a few more landforms or bodies of water to the group map, according to children's ideas. Label each one with the children's input.

Let's describe our map. We'll name each landform or body of water and say why we included it and how we learned about it. We can use the book to help us.

Alongside the map or on another sheet of chart paper, jointly construct a short paragraph. Model referring to the text for clarifying information. For example:

We made a map of a place we imagined with landforms and bodies of water we are learning about. We started with a delta. We made a river touching the delta. We did this to show what we learned on page 13, that soil gets dragged by the water and then can make land called a delta. Around the river, we drew a valley. We did this because we know from our discussion and the book that a lot of times rivers cut into land to make valleys.

Key Activity 20 minutes	<i>Now you will draw and label your own map of a place you imagine. We have four copies of this book, so you can use a book and our chart to make sure your map makes sense. When you've drawn and labeled your map, write one or two sentences to tell about it. Make sure to write where you found this information.</i> Distribute paper and writing tools and send children to work at tables. Note: The quality of children's map-making skills matters less than their labeling and their reasoning for why they have included each landform and body of water. After about twelve minutes, have children lay their maps on the tables. Invite children to walk around and look silently at each other's maps and writing. Return to the whole group. Invite a few children to share something they noticed in a classmate's map. Children will continue working on their maps and write about them in more detail at the Writing Station.
Closing 1 minute	<i>Today we showed what we know about landforms and bodies of water by making maps and writing about them. Sometimes we can talk about books we read, and sometimes we can write about them. Writing can help us report on what we know in an organized way. You will write more about your map at the Writing Station.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how and why. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. 2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid. SEL. Relationship Skills

Ongoing assessment	As formative assessment of children’s learning with <i>Earth’s Landforms and Bodies of Water</i>, collect the children’s maps and writing. Notice trends and assess children’s understanding of the content and vocabulary. Do the maps and writing demonstrate accurate understanding of how different landforms and bodies of water relate to each other? Do they note what information in the text forms the basis of their thinking? During discussions, note how children communicate effectively and respectfully about the maps and writing.
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Notes
