

UNIT OVERVIEW

Students are engaged in 7 high-interest lessons that include a teaching PowerPoint with vivid, real-world photographs. Students identify different landforms and bodies of water. They compare features of landforms and identify the processes by which they are formed.

Each lesson is followed by an investigation or lab. Through the investigations, students explore fast and slow changes to the Earth. They demonstrate science and engineering practices by developing and using models and simulations to explain how weathering, deposition, and erosion change the Earth's surface.

Throughout the unit, students compare solutions designed to slow or prevent wind and water from changing the shape of the land. Students apply science practices such as asking questions, making observations, planning and carrying out investigations, and analyzing and interpreting data. Students are also asked to evaluate and communicate information.

Students design solutions to solve problems like coastal erosion and flooding. They collaborate with classmates and design ways to protect crop fields from wind erosion, coastlines from weathering and water erosion, and towns from landslides and flooding. They use the engineering practice of comparing solutions to analyze the best way to solve a problem.

As students carry out their investigations, they collect and analyze data. In some lessons, students build models, draw and label diagrams, and make maps. They use tools to measure distances between land features and bodies of water on a map. They use mathematical computational thinking as they convert distances using map scales.

Students view videos on each lesson topic. They engage in *Talk About It* partner discussions after each lesson, and *Write About It* response activities in their science journals.

Key science vocabulary is introduced in each lesson. Students use science content in center activities to practice cause & effect, sorting and classifying, sequencing events, and solving science related word problems.

Students are assessed after each lesson with *Quick Check* exit tickets in two differentiated formats. A final assessment that includes differentiated page options is given upon completion of the unit.

Additional reference materials, including posters, picture cards, and objectives and essential questions cards offer lesson support for students throughout the unit.

TEACHING POWERPOINT



7 ENGAGING, CONTENT-RICH LESSONS:

- Describing Earth's Land
- Exploring Earth's Water
- Mapping Land and Water
- Fast Changes on Earth
- Slow Changes on Earth
- People Change the Earth
- Protecting Earth's Land and Water



EACH LESSON INCLUDES:

- Detailed, scripted lesson plan
- PowerPoint lesson
- Science journal activity
- Investigation/lab experiment
- Exit tickets in 2 formats
- Vocabulary posters
- Objectives display cards
- Turn & talk partner questions
- Read aloud and videos
- Science center activity

The collage features various educational resources for a landforms unit. At the top, there are lesson plan pages for 'LANDFORMS: EARTH'S CHANGING LAND & WATER' and 'Investigation 5: How Do Ocean Waves Affect A Shoreline?'. Below these are several investigation cards, such as 'NAME THAT LANDFORM!' and 'DESCRIBE & COMPARE Features of Landforms'. A central section contains numerous posters for different landforms, each with a title, a photograph, and a brief definition: 'Weathering' (breaking down of rocks), 'Plains' (flat areas), 'Mountains' (highest landforms), 'Canyons' (deep valleys), 'Erosion' (removal of soil/rock), 'Deposition' (building up of land), 'Hills and Valleys' (land higher than surroundings), 'Plateaus' (raised flat areas), 'Cliffs' (high steep slopes), 'Caves' (underground spaces), 'Peninsulas' (land surrounded by water), and 'Volcanoes' (mountains with openings). Other cards include 'BIG IDEA' (Earth events can occur quickly or slowly), 'ESSENTIAL QUESTION' (What can cause land to change?), 'LESSON 5 TALK ABOUT IT' (partner discussion on slow Earth changes), and 'LESSON 5 JOURNAL Write About It' (journal entry about slow changes). A 'LESSON 5 INVESTIGATE' card features a lighthouse and asks 'How does erosion endanger a lighthouse?'. The bottom right corner shows a 'LANDFORMS Earth's Changing Land & Water' logo over a mountain landscape.



Aligned to
Next Generation
Science Standards,
TEKS,
and
Common Core
State Standards
for 2nd Grade

STANDARDS-ALIGNED

TEACHER GUIDE

- Scripted lesson plans
- Lesson objectives
- Performance tasks
- Teacher's notes
- Management tips
- Lab procedures
- Extension activities
- Assessments

15-Day Pacing Guide

DETAILED LESSON PLANS

The collage displays multiple pages from the Teacher Guide, including:

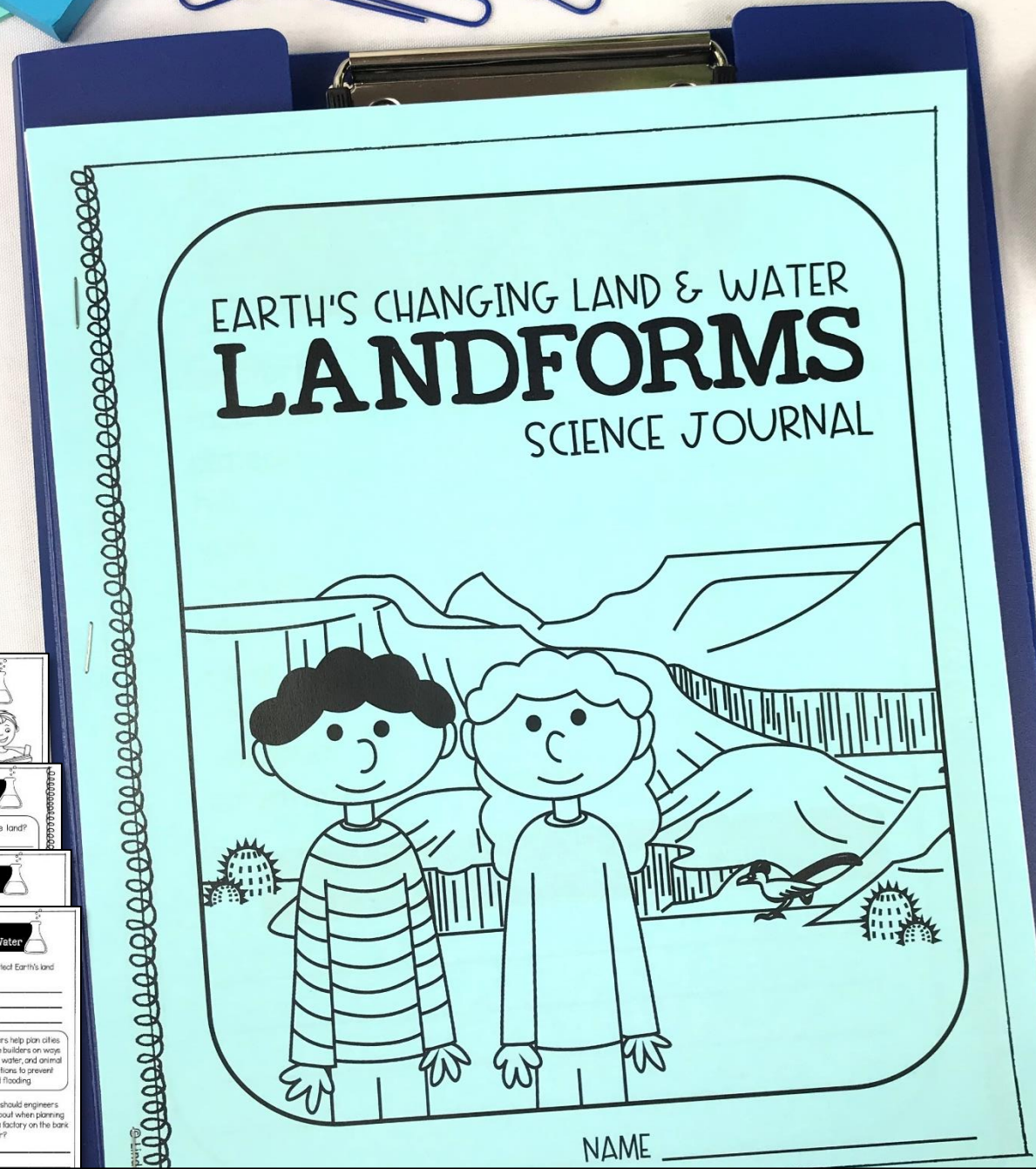
- Investigation 1: Describing Landforms** (Lesson 1)
- Investigation 3A: Making Maps of Models** (Lesson 3)
- Investigation 3B: Map the Height of a Mountain** (Lesson 3)
- Investigation 4: Landslide Lab Procedure**
- Investigation 5: How Do Ocean Waves Affect A Shoreline?** (Lesson 5)
- Investigation 6: Windbreak**
- Investigation 2: Landform Model Directions** (Lesson 2)
- Investigation 2: Models of Landforms**
- Investigation 2: People Change the Earth** (Lesson 6)
- Investigation 2: Slow Changes on Earth** (Lesson 5)
- Investigation 2: Protecting Earth's Land and Water**
- Investigation 2: Mapping Earth's Land and Water** (Lesson 3)
- Investigation 2: Exploring Earth's Water** (Lesson 2)
- Investigation 2: Describing Earth's Land** (Lesson 1)

The collage displays supplementary materials from the Teacher Guide, including:

- Read-Alouds**
- Next Generation Science Standards Alignment**
- Unit Lab Materials**
- Unit Overview**
- Videos**

RESPONSE JOURNAL ACTIVITIES INCLUDE:

- Applying Vocabulary
- Short written response
- Writing to explain



LESSON RESPONSE JOURNAL

7 HIGH-ENGAGEMENT LESSONS

**STUDENTS DISCUSS,
WRITE &
INVESTIGATE**

LESSON 4 TALK ABOUT IT Fast Changes on Earth
Talk with your partner

LESSON 5 TALK ABOUT IT Slow Changes on Earth
Talk with your partner

LESSON 5 JOURNAL Write About It

LESSON 4 JOURNAL Write About It

LESSON 6 JOURNAL Write About It

LESSON 2 TALK ABOUT IT Exploring Earth's Water

LESSON 2 JOURNAL Write About It

LESSON 6 TALK ABOUT IT People Change The Earth
Talk with your partner

LESSON 2 INVESTIGATE
QUESTION:

LESSON 1 TALK ABOUT IT Describing Earth's Land
Talk with your partner about ways a mountain and a canyon are alike and different.

LESSON 7 TALK ABOUT IT Protecting Earth's Land and Water

LESSON 1 JOURNAL Write About It

LESSON 4 INVESTIGATE
QUESTION:
How can you help protect a town from a landslide?
Use the materials your teacher gives you to design and

LESSON 1 INVESTIGATE
QUESTION:
What features does a landform have?
Use clay to make a landform. Describe its features to a partner. Draw and label a diagram of your landform.

LESSON 6 INVESTIGATE
QUESTION:
How can you stop wind from damaging crops?

LESSON 5 INVESTIGATE
QUESTION:
How does erosion endanger a lighthouse?
Design a solution to keep ocean waves from eroding the land around the lighthouse.

7 HANDS-ON INVESTIGATIONS



Throughout the unit students explore:

- Features of landforms & bodies of water
- Make models of landforms
- Use maps and scales
- Use models to explain erosion and deposition
- Simulate a landslide
- Design a solution to wind erosion
- Make a topographic map of a mountain

STEP-BY-STEP GUIDES

With teacher tips, materials list, procedures, & pictures



Lesson 6

Investigation 6 Design a Windbreak

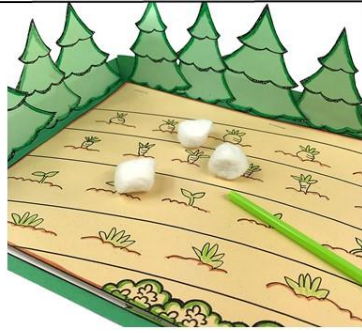
TEACHER GUIDE

QUESTION: How do plants protect fields from wind?

OBJECTIVE: Students will design and build a model that uses plants as a windbreak to help prevent wind erosion.

MATERIALS:

- Prep per student
- 1 sheet 9"x12" green construction paper
- 2 or 3 cotton balls
- straw
- Field template
- Windbreak Trees page
- glue stick
- lab sheet



INSTRUCT: Show students the Lesson 6 guide located in the side guide. Explain to students...

"Many farms are... use the material... design a solution... sides of the paper"

PROCEDURE:

1. Pass out the field template.
2. Ask students to simulate wind blowing from the left.
3. Ask students to design a windbreak using the straw.
4. Once finished, blow in the straw from blowing away from the field.
5. Students record observations.

WRAP UP: Ask students when building a windbreak?

2-ESS2-1 Compare materials designed to slow or prevent erosion from changing the shape of the land.

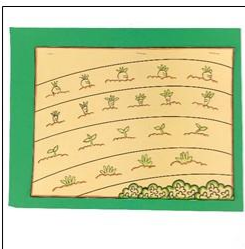
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Lesson 6

Investigation 6: Design a Windbreak Directions

TEACHER GUIDE



Cut out and lay field on the construction paper, centering in the lower right hand corner. Do not glue.



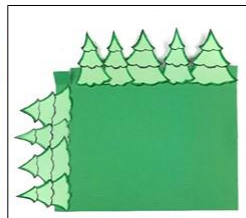
Fold over the top, crease the fold, then open it.



Fold over the left side. Create the fold and open it.



Snip corner to the fold only. Once the trees have been glued on, you will tape or



With folds open, glue trees above the fold lines on both folded sides. **Optional:** Cut



Fold up the sides of the construction paper and glue the tab in the back. Center and glue



Lesson 1

Investigation 1 Describing Landforms

TEACHER GUIDE

QUESTION: How can we describe landforms?
OBJECTIVES: Students will represent the shape of a landform using clay.
-Students will describe the features of a landform.
-Students will draw and label a diagram.

MATERIALS:
Per student:
-Play-Doh or clay
-lab sheet



Lesson 3

Investigation 3A Making Maps of Models

TEACHER GUIDE

QUESTION: How can you map a model?
OBJECTIVES: Students will draw a map of a model that includes a key and scale. Students will measure the distance between two points on a map.



Lesson 2

Investigation 2: Making Models of Landforms

TEACHER GUIDE

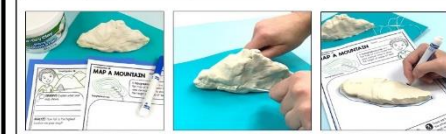
QUESTION: How can I show the kinds of water in an area?
OBJECTIVES: Students will make a model that features bodies of water.



Lesson 3

Investigation 3B: Topographical Map Directions

TEACHER GUIDE



Pass out materials. Students use the clay to make a mountain with a flat bottom. Ask students to visualize a topographical map.



Lesson 4

Investigation 4: Landslide Lab Procedure

TEACHER GUIDE



Lesson 3

Investigation 3B Map the Height of a Mountain

TEACHER GUIDE

QUESTION: How can you map the height of a mountain?
OBJECTIVE: Students will use clay to make a 3-D model, then section it to make a topographical map.

MATERIALS:
Per student:
-chunk of Crayola Air Dry Clay
-about the size of a lemon
-approx. 12 inches of dental floss
-lab sheet
-marker



INVESTIGATION:
1. Review the Lesson 3 slide on topographical maps in the Power Point. Remind students that mapmakers use 3-D models to study how tall a landform might be. "Today, you will be making a 3-D model of a mountain out of clay. Then you will use your 3-D model to make a one-dimensional model that shows heights using numbers and curved lines. It is called a topographical map. A topographical map is a two type of model that is used to show how tall a landform is. You will be working with two models in this activity."
2. Show students the video, "Understanding Topographic Maps" to demonstrate how to use clay and dental floss to make a topographical map.
3. Explain to students that they will be making 3-5 cross-section cuts with dental floss to their clay. (Differentiate by adjusting the number of cuts depending on student ability).

LAB PROCEDURE:

1. Pass out clay, dental floss, and lab sheet to students.
2. Students make a mountain with a flat bottom out of their clay.
3. Students trace the outer bottom onto their lab sheet.
4. Students use the dental floss to make 4-5 horizontal, cross-section cuts starting at the bottom of the model and working upward. Explain to students that each section will represent 100 feet.
5. Students place the cut section in the middle of the previously traced line and trace the bottom of each section. Repeat until all sections have been cut and traced.
6. Have students add a scale by labeling the contour lines on their drawings. For simplicity, we will say that each section represents 100 feet.
7. Answer the questions on the back of the lab sheet.

2-ESS2-2 Develop a model to represent the shapes

SEP-2 Develop a model to represent



Lesson 5

Investigation 5: How Do Ocean Waves Affect A Shoreline?

TEACHER GUIDE

QUESTION: How do ocean waves affect a shoreline? How can you protect a lighthouse from erosion?

OBJECTIVE: Students will design a model to show how ocean waves affect a shoreline.

MATERIALS:
Per group:
-plastic container or paint roller pan
-sand
-plastic spoon
-water
-lighthouse cut out
-lab sheet



Instruct:
"Today you are going to build a model to show how ocean waves affect the shore around a lighthouse. Then, you will make a plan to test your model". Before we get started, I want to show you a video about a 120 year old lighthouse in danger of erosion, and how it was saved. Give students context and background by showing a real life problem, caused by erosion, in this video about a 120 year old lighthouse. Then project the Lesson 5 investigation slide. Ask students to identify and explain the problem they foresee in the picture. (Waves will soon erode away the land up to the lighthouse causing it to fall into the ocean.)

Procedure:

1. Place students in small groups of 2-4. If needed, guide students through the following procedure:
a. Fill the top of a paint pan liner with sand. Cut out and place the paper lighthouse in the sand about 3 inches from the waterline.
2. Fill the bottom of the pan with water up to the edge of the sand.
3. Observe the sand as you pour in the water. (The sand absorbs the water as it rises.)
4. Using a plastic spoon, gently move the spoon up and down in the water to create small waves. Continue making waves until the shoreline is eroded up to the lighthouse.
5. Observe what happens when the waves wash up against the sand. (The water washes back into the pan carrying sand with it and depositing it in a new location.)

Optional extension: Ask students to design a solution that will stop erosion around the lighthouse. Provide students with the optional materials above to build structures to test.
Ask students to compare their solutions with others and analyze the best way to solve the problem.

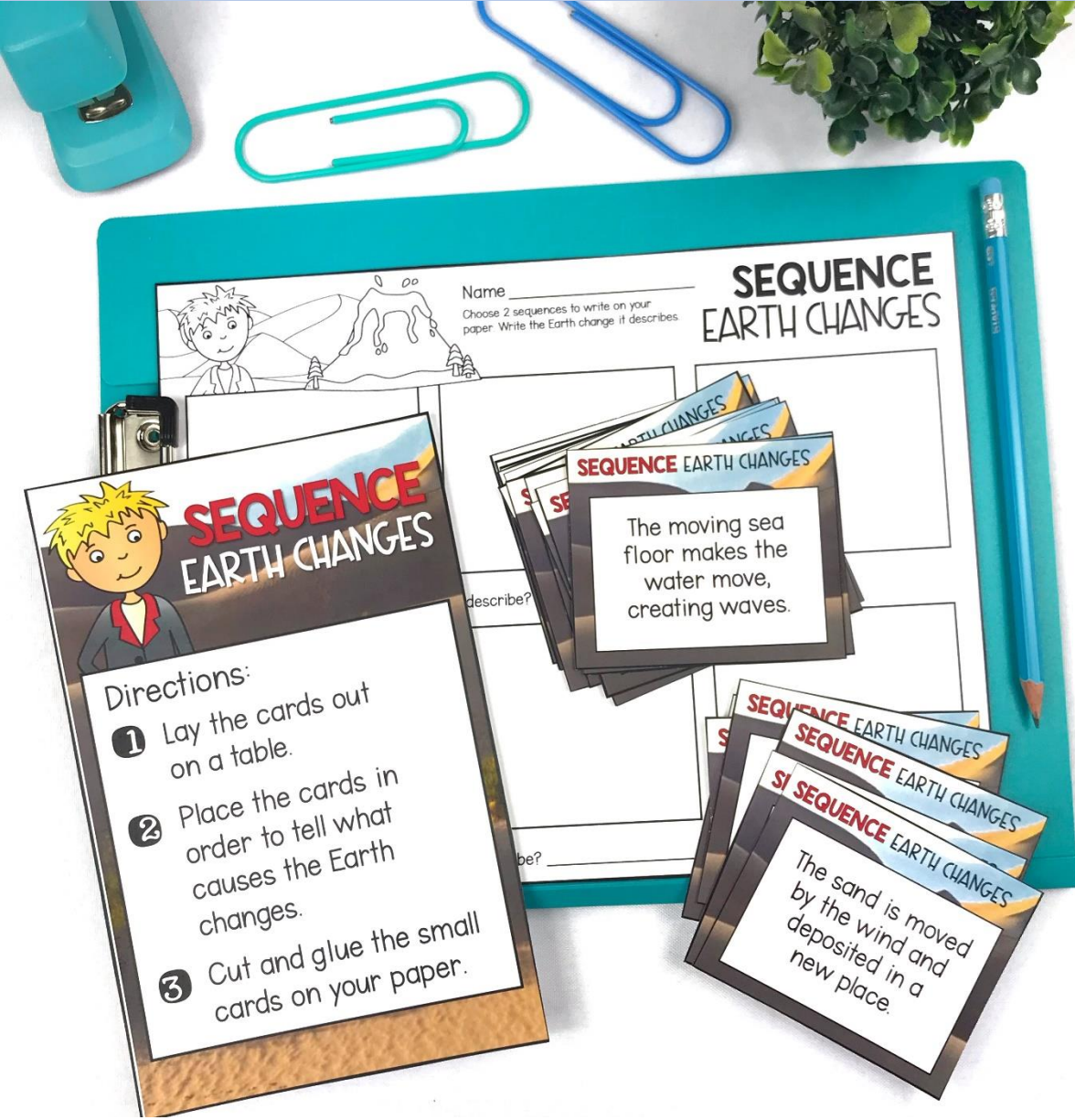
2-ESS2-2 Develop a model to represent the shapes

SEP-2 Developing and Using Models

SEP-8 Constructing Arguments and

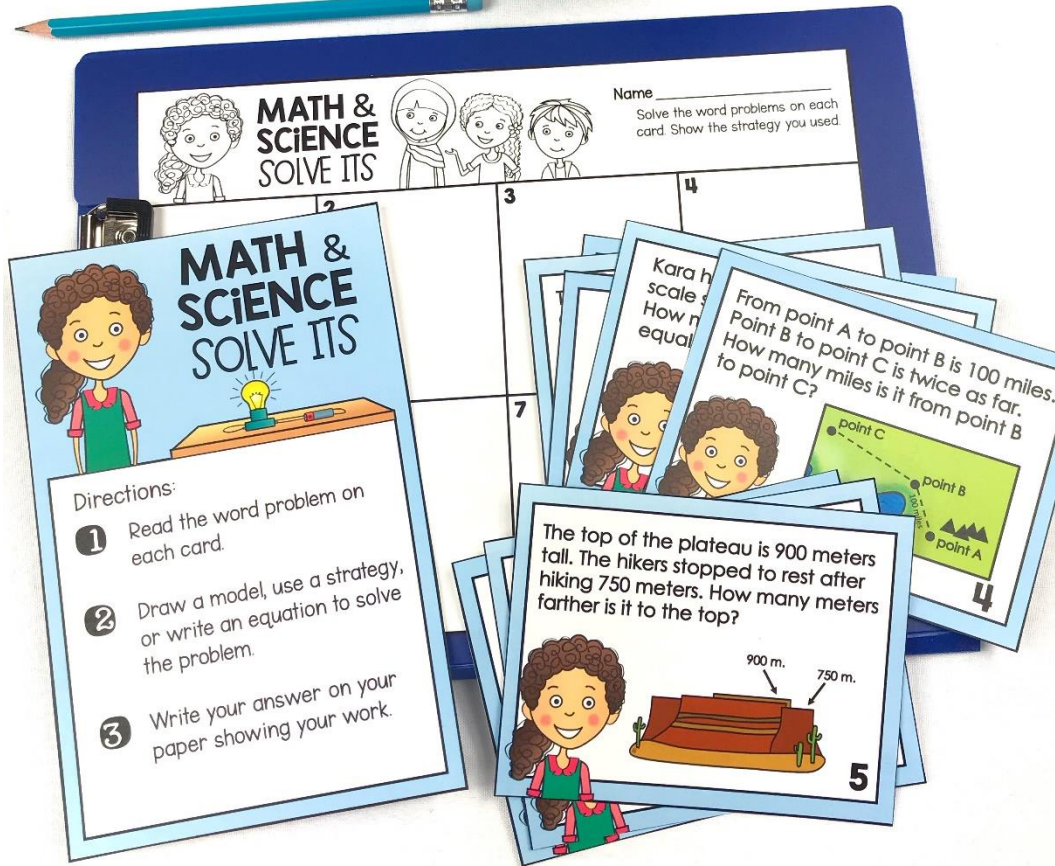
LITERACY-BASED SCIENCE CENTERS

Literacy-based EXTENSION ACTIVITIES



Integrate science in your reading centers

Reinforce SCIENCE CONTENT



Practice MATH SKILLS



Centers included in color and black & white

LESSON SUPPORT

Focus Wall Cards



BIG IDEA

Earth events can occur quickly or slowly.

Lessons 1-6

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EARTH'S CHANGING LAND & WATER
LANDFORMS

This card features a cartoon scientist icon in the top left corner. The text is centered and large. The card is part of a stack of similar cards.

Vocabulary Cards



deposition

weathering

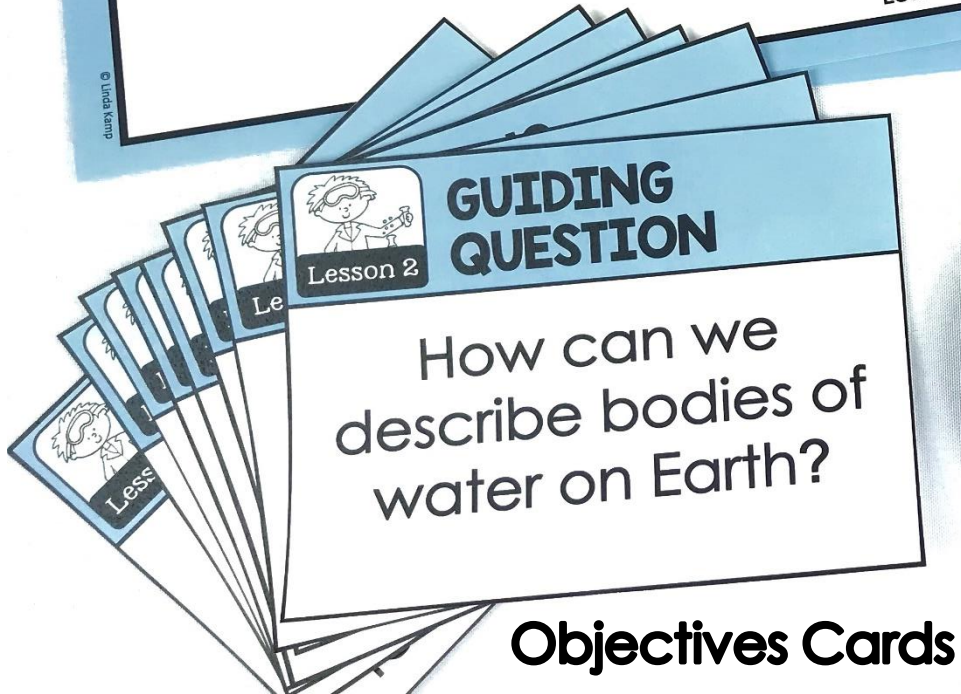
erosion

landform
a natural feature of land made from rock and dirt

Lesson 1

A stack of four vocabulary cards with a light blue border. The top card is fully visible, showing the word 'landform' in bold and its definition. The other cards show parts of the words 'deposition', 'weathering', and 'erosion'.

Objectives Cards



GUIDING QUESTION

Lesson 2

How can we describe bodies of water on Earth?

Lesson 1

A stack of objective cards with a light blue header. The top card is fully visible, showing the guiding question. The other cards show parts of the header and the question.



Lesson 1
LANDFORMS

I can identify different landforms on Earth.

A single objective card with a light blue header. A magnifying glass is positioned over the card, focusing on the text. A blue pencil lies horizontally below the card.



Full Page Vocabulary Posters

UNIT PLANNING BINDER



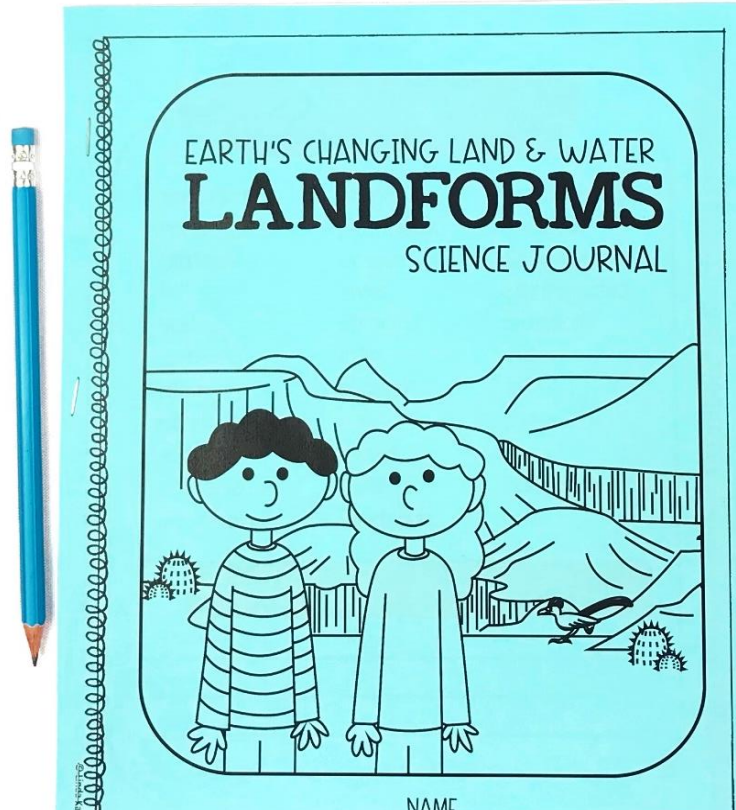
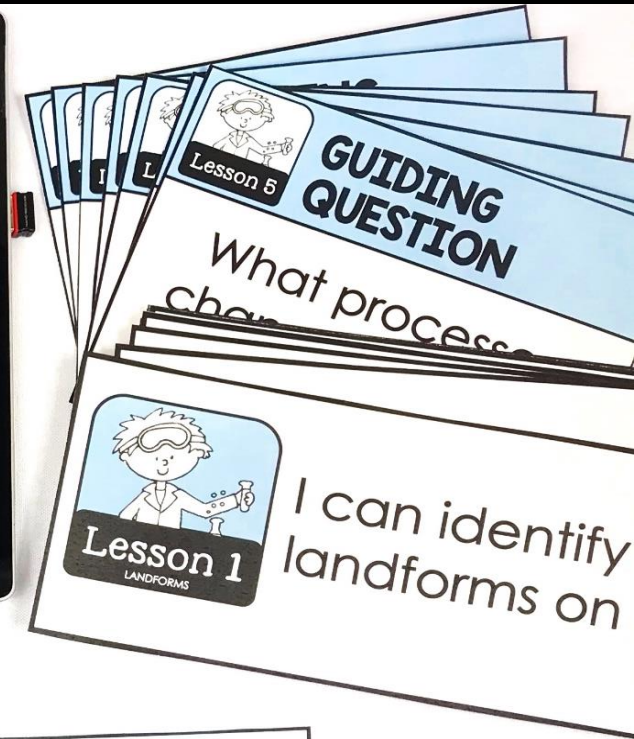
Organize your unit
in a handy
planning binder

Binder includes:

- cover & spines
- section dividers
- divider tabs

**PLAN, TEACH &
ASSESS** an in-depth
and effective unit

Science for Second Grade



LANDFORMS

GRADE
2

Earth's Changing Land & Water



STUDENTS GAIN UNDERSTANDING OF:

- Landforms & bodies of water
- Earth's processes
- Stability and change
- Causes and effects of weathering, erosion & deposition
- Types of maps
- Science & engineering practices
- Building & testing models
- Collecting & analyzing data
- Designing solutions

GOOGLE SLIDE LESSONS



LISTEN & LEARN



7 LISTEN & LEARN LESSONS



Narrated slides enable independent learning

- Describing Earth's Land
- Exploring Earth's Water
- Mapping Earth's Surface
- Fast Changes on Earth
- Slow Changes on Earth
- People Change the Earth
- Protecting Earth's Land and Water

LESSON RESPONSE ACTIVITIES

Lesson 5
Slow Changes on Earth





Glue the landforms in the correct categories.

Formed by erosion	Formed by deposition
	


Drag & drop

Put a next to **fast** changes on Earth.
Put an next to **slow** changes on Earth.

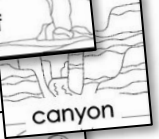
<input checked="" type="checkbox"/> flood	<input type="checkbox"/> deposition	<input checked="" type="checkbox"/> tsunami
<input checked="" type="checkbox"/> landslide	<input type="checkbox"/> weathering	<input checked="" type="checkbox"/> erupting volcano
<input type="checkbox"/> erosion	<input checked="" type="checkbox"/> earthquake	<input type="checkbox"/> mountains forming




cave




cliff



canyon



beach



Interactive
journal
response
pages on
Google Slides™
for each lesson



GOOGLE SLIDE CENTER GAMES

Reinforce
SCIENCE
CONTENT

Practice
MATH & LITERACY
SKILLS



Practice games with
moveable pieces



ASSESSMENTS MADE EASY

TYPE YOUR ANSWER
Short response quizzes

LESSON 5 QUICK CHECK

Fill in the Blank
Drag the words to complete the sentences.

trees Wind erosion

Some Earth changes happen _____.

Over time, ocean waves can cause _____ of coastlines. _____ can cause the weathering of rocks and mountains. Planting _____ is one way to help stop erosion.

slowly

LANDFORMS: EARTH'S CHANGING LAND & WATER

LESSON 5 QUICK CHECK

Short Response

What are two Earth changes that happen slowly?
Type here

What is erosion?
Type here

How are mountains formed?
Type here

LANDFORMS: EARTH'S CHANGING LAND & WATER

DRAG & DROP
Fill in the blank quizzes

Differentiated quizzes & unit test included



TEACH FROM ANYWHERE!

Easily transition between
CLASSROOM and **DISTANCE LEARNING**

