

Earth's Changing Surface

Lesson 2a: Landform Detectives

Grade 2	Length of lesson: 45 minutes	Placement of lesson in unit: 2a of 6 two-part lessons on Earth's changing surface
Unit central questions: What does the surface of Earth look like? Does it ever change?		Lesson focus questions: How does the land on Earth's surface look different in different places? How can representations like maps help us find different landforms in the United States?
Main learning goal: Landforms, including bodies of water, on Earth's surface look different in different places. Maps can help us find landforms in different places.		
Science content storyline: Landforms, including bodies of water, can differ from one place to another. In some places, landforms like mountains, hills, or plateaus rise high above Earth's surface, while in other places, valleys and canyons cut deep into the surface. Some places, like plains, are flat and change very little in elevation, and other places have bodies of water, such as rivers and lakes, that are part of the landscape. Relief maps show the elevations of different places in the United States.		
Ideal student response to the focus questions: Landforms look different in different places. Some places have mountains that rise high above Earth's surface, and other places are very flat or have valleys or canyons that cut into Earth's surface. Some places have many bodies of water, while other places have few bodies of water. The land doesn't look the same everywhere. Relief maps show the elevations of different places. A relief map can help us find places high above the ground (high elevation), like mountains; places that cut deep into the ground (low elevation), like canyons; and places that are flat (little or no elevation), like plains or places at sea level.		

Preparation

Materials Needed

- Science notebooks
- Chart paper and markers
- Plastic relief map of the United States (1 per group)
- Wall map of the United States

Student Handouts and Teacher Masters

- 2.1 Land Detectives, Part 1 (1 per student and 1 for display)
- **Optional ELA extension:** 2.2 Landforms (reading and supplemental US map) (1 per student) (for use during ELA time)
- 2.3 Map of the United States (Teacher Master)

Ahead of Time

- Review the content background document.
- Prepare handout 2.1 (Land Detectives, Part 1) for display on a document reader or Smart Board.
- **Optional ELA extension:** If time allows, prepare handout 2.2 (Landforms) for use in English Language Arts. An optional ELA extension lesson plan, with a setup, activity, and follow-up, is included at the end of this lesson plan.
- **ELL support:** Review the lesson plan and identify Tier 2 and Tier 3 words to review with ELL students in advance. Prepare visual resources and other easily accessible language resources for any new words, including *elevation*, *evidence*, *patterns*, and *processes*.

Lesson 2a General Outline

Time	Phase of Lesson	How the Science Content Storyline Develops
5 min	Link to previous lessons: The teacher engages students in a review of landforms from previous lessons.	<ul style="list-style-type: none"> • Earth’s surface has many types of landforms.
5 min	Lesson focus questions: The teacher introduces the focus questions, <i>How does the land on Earth’s surface look different in different places? How can representations like maps help us find different landforms in the United States?</i> Then students describe different landforms they’ve seen in different places.	
8 min	Setup for activity: The teacher prepares students for using a relief map to investigate landform characteristics and patterns in two different locations in the United States.	<ul style="list-style-type: none"> • Relief maps can help us find landforms in different places on Earth and study the landform characteristics and patterns in each place.
10 min	Activity: Students become land detectives, using relief maps and Venn diagrams to investigate landform characteristics and patterns in two different locations in the United States.	<ul style="list-style-type: none"> • Some places on Earth have landforms, like mountains, hills, or plateaus, that rise high above Earth’s surface, while other places have valleys and canyons that cut deep into the surface. Some places, like plains, are flat and change very little in elevation, and other places have bodies of water, such as rivers and lakes, that are part of the landscape.
8 min	Follow-up to activity: Students analyze the landforms they identified on the relief map, comparing similarities and differences between the two locations. Then they look for landform patterns on the relief map in locations across the country.	<ul style="list-style-type: none"> • Landforms, including bodies of water, differ from one place to another. Some places on Earth’s surface have plains or mountains, and other places have lakes or rivers. Relief maps can help us identify different landforms in different places.
8 min	Synthesize/summarize today’s lesson: Students use science ideas and evidence from the relief map to answer the focus questions. Then the teacher summarizes key science ideas from the lesson.	<ul style="list-style-type: none"> • Landforms, including bodies of water, can differ from one place to another. Some places have landforms like mountains, hills, or plateaus that rise high above Earth’s surface, while other places have valleys and canyons that cut deep into the surface. Some places, like plains, are flat and change very little in elevation, and other places have bodies of water, such as rivers and lakes, that are part of the landscape.
1 min	Link to next lesson: The teacher announces that in the next lesson, students will investigate two new places on their relief maps to see whether the landforms are the same or different.	

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			<p>Do we have any of these different landforms in Pomona?</p>	<p>Trees.</p> <p>They grow on the land. They aren't part of the land.</p> <p><i>Second picture:</i> Buildings and roads aren't landforms because people made them. The trees and grass aren't landforms either.</p> <p><i>Third picture:</i> The river is a landform because it's part of the land. It's not a living thing that grows on the land.</p> <p>We have mountains here, but we don't have canyons.</p>	<p>Why aren't trees a landform?</p>
5 min	<p>Lesson Focus Questions</p> <p>Synopsis: The teacher introduces the focus</p>		<p>Show slide 5.</p> <p>So we know what the land looks like in our community, and we know a little about what the</p>		

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	<p>questions, <i>How does the land on Earth’s surface look different in different places? How can representations like maps help us find different landforms in the United States?</i> Then students describe different landforms they’ve seen in different places.</p>	<p>Set the purpose with a <u>focus question</u> or goal statement.</p> <p>Ask questions to elicit student ideas and predictions.</p>	<p>land might look like in other places. But what do we know about the differences between landforms in different places?</p> <p>Today we’ll focus on two new questions: <i>How does the land on Earth’s surface look different in different places? How can representations like maps help us find different landforms in the United States?</i></p> <p>Copy these focus questions into your science notebooks and draw a box around them.</p> <p>NOTE TO TEACHER: <i>Write the focus questions on the board for students to refer to throughout the lesson.</i></p> <p>What landforms have you seen in other places that are different from the landforms in our community?</p> <p>Think about other places you’ve visited or lived. Or think about different places you’ve seen on TV or in the movies or places you’ve read about.</p> <p>What did the landforms in those places look like? Did they look different from the landforms in our community?</p> <p>NOTE TO TEACHER: <i>At this point, most students will probably recognize that landforms look different in different places. The goal of this</i></p>	<p>I visited my cousins in Illinois, and it’s really flat there. There aren’t any mountains like there</p>	

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			<p><i>lesson is for students to understand that different places don't have the same landforms. Some places have landforms that rise above the surface of Earth, and some have landforms that cut into the surface. Some places have many bodies of water, and some have few or none at all. By the end of this lesson, students should be able to use evidence from the relief map and the Landforms reading (handout 2.2) to describe different landform patterns and characteristics in different places.</i></p>	<p>are here.</p> <p>I've been to the beach, and there's a big ocean and cliffs, but it looks different from the way it looks here.</p>	<p>What do you mean by "it looks different"? Can you give an example of how it looks different?</p>
8 min	<p>Setup for Activity</p> <p>Synopsis: The teacher prepares students for using a relief map to investigate landform characteristics and patterns in two different locations in the United States.</p> <p>Main science idea(s):</p> <ul style="list-style-type: none"> Relief maps can help us find landforms in different places on Earth and study the landform characteristics and patterns in each 	<p>Select content representations and models matched to the learning goal and engage students in their use.</p> <p>Make explicit links between science ideas</p>	<p>Today we're going to explore different types of landforms and bodies of water. To do this, we'll use a special kind of map.</p> <p>NOTE TO TEACHER: <i>Show students a plastic relief map of the United States.</i></p> <p>Look closely at this map of the United States. How is it different from other maps you've seen?</p> <p>NOTE TO TEACHER: <i>Point to a wall map of the United States or another kind of map (e.g., a globe).</i></p> <p>That's right. This map has bumps all over it. The bumps are there for an important reason. They show us where mountains and hills are located.</p>	<p>It's bumpy.</p> <p>It isn't flat.</p>	

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	place.	<p>and activities before the activity.</p> <p>Highlight key science ideas and focus question throughout.</p>	<p>This special map shows how high the land is in some areas and how low it is in other areas. It can also show us where the land is flat.</p> <p>Show slide 6.</p> <p>Scientists call this map a <i>relief map</i>, and they use the word <i>elevation</i> to describe how high or low the land is in different places. A high elevation means the land is really tall and rises above the surface of Earth. A low elevation means the land is really low or flat or at about the same level as the ocean.</p> <p>NOTE TO TEACHER: <i>Write the word elevation on the board. Then divide the class into small groups and give each group a large plastic relief map of the United States.</i></p> <p><i>Give students time (2–3 minutes) to touch the map and talk about it so they won't be distracted during the setup discussion.</i></p> <p>ELL support: If possible, have ELL students gather in shared-language groups so they can talk about the map in their home languages and in English.</p> <p>Look carefully at your relief map and touch it. What do you notice about the map?</p>	It has mountains that rise up high.	

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			<p>NOTE TO TEACHER: <i>During this setup activity, have the class work together to identify different landforms on the relief map. Students will likely need some orientation to the map, so spend time showing them how to find familiar places on the map, such as Pomona and the Pacific Ocean. Then show them how to identify different landforms, since they won't look the same as the photographs from previous lessons. Also orient students to compass directions (north, south, east, west) and how to use them when they describe different cities and landforms on the map.</i></p> <p>ELL support: To help orient ELL students to the map, you may want to add labels, have students point to locations on the map that they're talking about, and include directional words when you summarize students' observations.</p> <p>Who can show me where high elevations are located on the relief map? What are these high elevations called? Use the landform names.</p>	<p>It's bumpy.</p> <p>The rivers are low.</p> <p>I can feel on the map that they're lower than the land.</p> <p>The map has canyons that go down deep.</p> <p>Mountains.</p> <p>Hills.</p> <p>I can feel bumps.</p>	<p>How do you know?</p> <p>What is your evidence?</p> <p>How can you tell they're canyons? What's your evidence?</p> <p>What do you see and feel on the relief map that helps you find mountains and hills?</p>

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			<p>Who can show me where low elevations or flat areas are located on the map? What do we call these landforms?</p> <p>Who can find a place on the map that cuts into the surface of Earth? What do we call these landforms?</p> <p>Who can find Pomona on our relief map? Where is it located?</p>	<p>The surface is rough.</p> <p>Plains.</p> <p>It looks flat on the map.</p> <p>It feels smooth.</p> <p>Canyons.</p> <p>Valleys.</p> <p>The land goes down on the map.</p> <p>It's near the Pacific Ocean.</p> <p>Pomona is in</p>	<p>What do you see and feel on the relief map that helps you find plains?</p> <p>What do you see and feel on the relief map that helps you find canyons and valleys?</p> <p>Can you show me on the map?</p>


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		<p>Highlight key science ideas and focus question throughout.</p>	<p>What landforms do you see around Pomona?</p> <p>You've done a great job reading your relief maps!</p> <p>Today you're going to become land detectives and investigate landforms in different places on your relief maps. You'll also look for evidence on the map that will help us answer the focus question on the handout: <i>How does the land on Earth's surface look different in different places?</i></p> <p>NOTE TO TEACHER: <i>Distribute handout 2.1 (Land Detectives, Part 1) to each student. If desired, the size of the handout can be reduced so that students can glue it into their science</i></p>	<p>California.</p> <p>California is in the western part of the United States.</p> <p>The map shows the directions north, south, east, and west.</p> <p>There are mountains in Pomona.</p> <p>Pomona is flat, too.</p>	<p>Where is California on the map?</p> <p>What tells us where the western part of the United States is?</p> <p>Would anyone like to add on?</p>

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			<i>notebooks.</i>		
10 min	<p>Activity</p> <p>Synopsis: Students become land detectives, using relief maps and Venn diagrams to investigate landform characteristics and patterns in two different locations in the United States.</p> <p>Main science idea(s):</p> <ul style="list-style-type: none"> Some places on Earth have landforms, like mountains, hills, or plateaus that rise high above Earth’s surface, while other places have valleys and canyons that cut deep into the surface. Some places, like plains, are flat and change very little in elevation, and other places have bodies of water, such as rivers and lakes, that are part of the landscape. 	<p>Select content representations and models matched to the learning goal and engage students in their use.</p> <p>Make explicit links between science ideas and activities during the activity.</p>	<p>Let’s go over the handout together. Who can tell me which two places we’re going to investigate on the relief map of the United States?</p> <p>That’s right. We’re going to look for landforms in each of these places on the relief map.</p> <p>Show slide 7.</p> <p>Make sure to touch the map to help you find the landforms in each place. Then think about whether the landforms in those places are similar or different.</p> <p>As you study the map, look for two pieces of evidence that you think will help us answer the focus question on the handout. Your evidence can include examples of landforms you see in each place.</p> <p>As we identify landforms in each location, I’ll list them next to the diagram on the handout. Then we’ll compare the landforms in both places and complete the diagram and the sentences at the bottom of the handout together.</p> <p>First, let’s find Seattle, Washington, on our maps.</p>	<p>Seattle, Washington.</p> <p>Atlanta, Georgia.</p>	

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		Engage students in analyzing and interpreting data and observations.	<p>NOTE TO TEACHER: Before you begin the activity, make sure students understand what evidence is. Be explicit about the kinds of evidence they should look for on the map. The note below is a good model to follow.</p> <p>During the activity, display a copy of handout 2.1 (Land Detectives, Part 1) on a document reader or Smart Board. Help students find Seattle, Washington, on their relief maps. You may also want to display handout 2.3 (Map of the United States) on a document reader and point out Seattle and Georgia. Then ask, “What types of landforms do you see in Seattle?” As students share their observations (mountains, many bodies of water, including rivers, bays, lakes, and creeks), record them in the space to the left of the Venn diagram.</p> <p>Then help students find Atlanta, Georgia, on their maps. Ask, “What types of landforms do you see in Atlanta, Georgia?” Record students’ observations (e.g., plains, hills, few bodies of water, only one river) in the space to the right of the Venn diagram.</p> <p>Next, compare the lists and identify any landforms that are the same. Record these landforms in the middle circle (labeled “Both”) on the Venn diagram and have students do the same on their handouts. Then complete the diagram showing the Location 1 Only and Location 2 Only landforms.</p>		

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		Engage students in constructing explanations and arguments.	<p><i>Next, read the focus question on the handout (How does the land on Earth’s surface look different in different places?); then model how to answer the question and support it with evidence from the relief map.</i></p> <p><i>For example, you could say, “My answer to the question is that the land in Seattle looks different from the land in Atlanta.” Then ask students, “What is one piece of evidence from our relief maps that supports this claim?” Students may observe that Seattle has many tall mountains, but Atlanta is mostly flat with some hills.</i></p> <p><i>Next, ask students, “What is another piece of evidence that supports our claim?” Students may observe that Seattle and the surrounding area have many different bodies of water, but Atlanta has very few bodies of water and only one major river.</i></p> <p><i>After this discussion, repeat the claim and cite evidence from the map that supports it. Example: “Based on evidence from the relief map, I think the land in Seattle looks different from the land in Atlanta because the land in Seattle rises high above Earth’s surface and has many bodies of water, but the land around Atlanta is mostly flat or hilly and doesn’t have many bodies of water.”</i></p> <p><i>Model for students how to complete the sentences</i></p>		

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			<i>on their handouts using evidence from the relief map. Make sure they've finished working on their handouts before moving on to the activity follow-up.</i>		
8 min	<p>Follow-Up to Activity</p> <p>Synopsis: Students analyze the landforms they identified on the relief map and compare similarities and differences between the two locations. Then they look for landform patterns on the relief map in locations across the country.</p> <p>Main science idea(s):</p> <ul style="list-style-type: none"> Landforms, including bodies of water, differ from one place to another. Some places on Earth's surface have plains or mountains, and other places have lakes or rivers. Relief maps can help us identify different landforms in different places. 	<p>Engage students in analyzing and interpreting data and observations.</p> <p>Make explicit links between science ideas and activities after the activity.</p> <p>Engage students in constructing explanations and arguments.</p> <p>Engage students in communicating in scientific ways.</p>	<p>Show slide 8.</p> <p>Now let's answer the questions on the slide based on evidence from our relief maps and Venn diagrams.</p> <ol style="list-style-type: none"> How is the land in Seattle and Atlanta the same? How is it different? <p>ELL support: It might be easier for ELL students to participate in the discussion if these questions are answered separately.</p> <p>NOTE TO TEACHER: <i>Record student observations on chart paper during this discussion. Encourage students to agree, disagree, add on, or ask questions.</i></p> <p>First, how do you think the land in Seattle and Atlanta is the same? What is your evidence?</p> <p>How is the land in Seattle and Atlanta different? What is your evidence?</p>	<p>Both cities have bodies of water.</p> <p>Seattle has a lot of water around it, and Atlanta only has one</p>	

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			<p>What other comparisons would you like to share? Remember to use evidence from your relief map and Venn diagram.</p> <p> Listen to students' ideas. What's visible about student thinking?</p>	<p>river.</p> <p>I saw lots of blue water around Seattle, but I didn't see much blue water around Atlanta.</p> <p>Seattle is really bumpy with mountains, but Atlanta is pretty flat.</p> <p>The flat land in Atlanta is like plains.</p> <p>Yes, I think Atlanta has some hills because I can see little bumps on the map.</p>	<p>What evidence did you find on the relief map?</p> <p>What do you mean by "bumpy" and "flat"? What do we call a flat landform?</p> <p>Do you think there are any hills around Atlanta? What do you see on the map?</p>

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			<p>Does anyone have another comparison to share?</p> <p>Next, let's look at the entire relief map of the United States.</p> <p>Starting on the East Coast by the Atlantic Ocean, look at and feel the landforms all the way across the country to the West Coast by the Pacific Ocean. Look at the landforms in the northern parts of the country near Canada and the southern parts around the Gulf of Mexico.</p> <p>Do you notice any patterns in where different landforms are located? What do you see as you look across the entire map?</p> <p>For example, where is the land higher on the map? Where is the land lower? Is the land more jagged or rough in some parts of the United States compared to other parts?</p> <p>ELL support: Highlight adjectives that describe landforms during this discussion. You may want to have ELL students create visual references for these words to display on the word wall or in a key-word dictionary they can refer to.</p>	<p>I see that all of the mountains and rough land are on the east and west sides of the map, and the land in the middle is flat.</p> <p>Maybe that there are lots of canyons and mountains and bumpy land in the</p>	<p>What do you think the rough land on the map shows us?</p>

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		Highlight key science ideas and focus question throughout.	<p>What other patterns do you see as you look across the map? What do you see in the northern and southern parts of the United States?</p> <p>It's important for us to think about the landform patterns we noticed on our relief maps.</p> <p>Scientists study these patterns to help them figure out why some places have a lot of mountains and others have none.</p> <p>Finding patterns helps them think about and study what causes certain landforms to appear in some places but not in others.</p> <p>NOTE TO TEACHER: <i>Following this activity, collect the relief maps from each group and store them for the next lesson.</i></p>	<p>western part of the US.</p> <p>There are more rivers on this side of the map, and not that many on the other side.</p>	Which side of the map?
8 min	<p>Synthesize/Summarize Today's Lesson</p> <p>Synopsis: Students use science ideas and evidence from the relief</p>	Highlight key science ideas and focus	<p>Show slide 9.</p> <p>Our focus questions for today's lesson are <i>How does the land on Earth's surface look different in different places? How can representations like</i></p>		

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		Summarize key science ideas.	<p><i>minutes to write their responses.</i></p> <p>Whole-class share-out: Who would like to share your explanation and evidence with the class?</p> <p>ELL support: Give ELL students time to practice sharing their sentences with a partner in a Turn and Talk before sharing them with the class.</p> <p>Show slide 11.</p> <p>Today we used special maps called <i>relief maps</i> to explore landforms in different places across the United States. Our maps also helped us identify patterns in where different landforms are located.</p> <p>As land detectives, we made some important discoveries about landforms:</p>	<p>I think the land <i>does</i> look different in different places because some places on the map have mountains and other places don't.</p> <p>I think the land <i>does</i> look different in different places because some places on the map have a lot of rivers and water, but other places are really jagged and rough and don't have a lot of water or rivers.</p>	

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			<ul style="list-style-type: none"> • Some places on Earth have landforms like mountains, hills, or plateaus that rise high above the surface. • Other places have valleys and canyons that cut deep into Earth’s surface. • Some places are flat with very little change in elevation, like plains. • Some places have many bodies of water, like rivers and lakes, and other places don’t. <p>Based on this evidence, do we all agree that the land on Earth’s surface looks different in different places?</p>		
1 min	<p>Link to Next Lesson</p> <p>Synopsis: The teacher announces that in the next lesson, students will investigate two new places on their relief maps to see whether the landforms are the same or different.</p>	Link science ideas to other science ideas.	<p>Show slide 12.</p> <p>So far we know that Earth’s surface has many types of landforms. We also know that landforms look different in different places.</p> <p>Next time, we’ll look at two new locations in the United States on our relief maps.</p> <p>Can someone tell me the names of these new places on the slide?</p> <p>Yes, Chicago, Illinois, and Salt Lake City, Utah.</p> <p>For our next investigation, you’ll work in your small groups again and examine these places on a relief map. Then you’ll create a new Venn</p>	Chicago, Illinois, and Salt Lake City, Utah.	

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			<p>diagram describing the landforms that are the same and different in both places.</p> <p>Are you ready to be land detectives again?</p>		

Optional ELA Extension

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3 min	<p>Setup for Activity</p> <p>Synopsis: The teacher introduces a short story about landforms that students will read and add to using descriptions and drawings of landforms in their own community.</p> <p>Main science idea(s):</p> <ul style="list-style-type: none"> The surface of Earth has many features called <i>landforms</i>. Natural landforms are different from the things people build on top of the land, such as houses, schools, buildings, and roads. They're also different from things that grow on the land, such as trees and plants. 	<p>Ask questions to elicit student ideas and predictions.</p> <p>Make explicit links between science ideas and activities before the activity.</p>	<p>We've been talking about landforms in our unit on Earth's changing surface. Can someone tell me what landforms are?</p> <p>So landforms are the different features we see on the land, such as mountains, valleys, and rivers. This week, we'll learn about many different types of landforms.</p> <p>Today we'll read a short story about different places around the United States. The story describes the landforms in these places.</p> <p>You'll read about each place and look at pictures of the landforms found there. After reading the story, you'll add a description of landforms in our area and draw pictures of three landforms.</p>	<p>They're part of the land or the way the land is shaped.</p> <p>They're things like mountains.</p>	<p>Can you describe the shape of a mountain?</p>
30 min	<p>Activity</p> <p>Synopsis: Students read a story about places in the United States and what landforms look</p>		<p>NOTE TO TEACHER: <i>Distribute handout 2.2 (Landforms).</i></p> <p>Can someone tell me the title of our book today?</p>	<p>Landforms.</p>	

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	<p>like in these places. Then they finish the story by writing a description and drawing pictures of landforms in their community.</p> <p>Main science idea(s):</p> <ul style="list-style-type: none"> Landforms include mountains, hills, plateaus, valleys, plains, or canyons. Landforms also include bodies of water, such as lakes, rivers, deltas, and features that are formed where the oceans meet land, such as bays and peninsulas. 	<p>Make explicit links between science ideas and activities during the activity.</p>	<p>What do you think we will read about?</p> <p>OK, let's begin our story.</p> <p>NOTE TO TEACHER: <i>Choose the most appropriate reading strategy for your students. You could have them read the story aloud as a whole class, in small groups, or independently. After students read about each place, stop and discuss the landforms underlined in the story. Ask students to locate the different landforms in the pictures and describe what they see. You could even have them label the landforms in the pictures.</i></p> <p>Now that we've read about several places in the United States, it's your turn to write describe the landforms in our area. Turn to the last page of the book and write a description of the landforms in our community. Then turn to the previous page and draw pictures of three landforms you described in your essay.</p> <p>When I say "landforms in our community," I'm talking about the area within a short drive from where you live. This can be landforms you see from school or from your home, but it can also be landforms a short distance away from where you live.</p> <p>NOTE TO TEACHER: <i>For their descriptions, students should choose an area in</i></p>	<p>I think we'll read about mountains and valleys.</p>	

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			<p><i>Southern California, preferably in the LA metropolitan area. You may want to include a sentence starter for students to use, such as “The landforms I see in my community are _____, _____, and _____.” Then have students use adjectives to describe these landforms (e.g., tall, short, high, long, wide, deep, low, rocky, smooth).</i></p> <p>CONTENT NOTE TO TEACHER: <i>Students in the LA metropolitan area might be more familiar with rivers and streams that run through concrete flood-control channels rather than natural streambeds. It’s important to help them distinguish between natural landforms and concrete channels that people have made. However, keep in mind that these concrete channels were once free-flowing rivers and tributaries and are therefore part of a natural river system or watershed. All watersheds are landforms, even those within city limits. Major watersheds in the Los Angeles area include the Los Angeles River, the San Gabriel River, and the Santa Ana River.</i></p>		
5 min	<p>Follow-Up to Activity</p> <p>Synopsis: Students share their new ideas about landforms using examples from their community and from the reading.</p>	Make explicit links between science ideas and activities after the activity.	<p>Who would like to read what you wrote about the landforms in our community and share your pictures with us?</p> <p>NOTE TO TEACHER: <i>Encourage as many students as possible to share their writings and drawings with the class.</i></p>	<p>I wrote that we have mountains and hills in our community.</p> <p>I wrote about valleys</p>	How did you describe the mountains?

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	<p>Main science idea(s):</p> <ul style="list-style-type: none"> Landforms include mountains, hills, plateaus, valleys, plains, and canyons. Bodies of water, such as lakes, rivers, and deltas, are also landforms, as well as bays and peninsulas where oceans meet the land. 	<p>Engage students in communicating in scientific ways.</p> <p>Ask questions to elicit student ideas and predictions.</p>	<p>Now that we've read about landforms in several places, what do you think? Are landforms different in different places?</p> <p>Do you think the places we read about today have always looked this way?</p>	<p>and flat areas.</p> <p>I wrote about the rivers that run through my neighborhood.</p> <p>I think all of these places are different. Some have mountains, but some don't.</p> <p>But sometimes they have the same thing, like many places have rivers.</p> <p>I think so.</p> <p>I think maybe they change, like when a</p>	<p>Are these rivers part of the natural land, or are they concrete channels?</p> <p>Do you think the concrete channels with water flowing through them are a landform? Why or why not?</p> <p>Does anyone disagree or want to add on?</p> <p>Can you tell us more about why you think so?</p>

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			<p>Thank you for sharing your writings and drawings!</p> <p>Next time, we'll think about whether landforms ever change.</p>	volcano explodes!	