



Science Learning Packet

Grade 2, Week 8:

Changing Landforms

Suggested science learning activities for SPS students during the COVID-19 school closure.

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Due to the COVID-19 closure, teachers were asked to provide packets of home activities. This is not intended to take the place of regular classroom instruction but will help supplement student learning and provide opportunities for student learning while they are absent from school. Assignments are not required or graded. Because of the unprecedented nature of this health crisis and the District's swift closure, some home activities may not be accessible.

If you have difficulty accessing the material or have any questions, please contact your student's teacher.



Elementary Science Learning Activity

Materials to accompany Chapter 4,
Lesson 2, 3-4

Grade 2



AmplifyScience

Changing Landforms:

The Disappearing Cliff

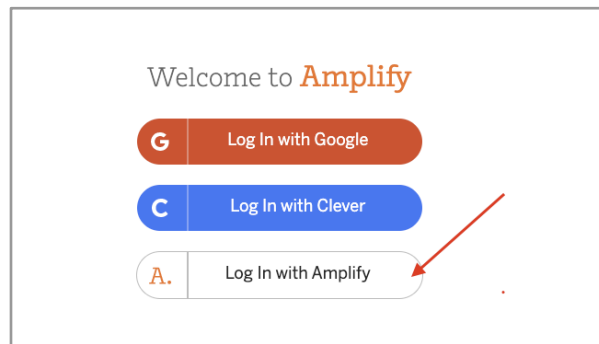
Investigation Notebook

This packet has content materials for these lessons in Chapter 4 of Changing Landforms

Chapter 4 Video Lesson	Pages in the Packet
L2, part 1a & b	3-10
L2, part 2	11
L3-4, part 1	12
L3-4, part 2	13-16

If you do have a computer and internet access, here is how to obtain access to the available Amplify online resources

- For the book, *Handbook of Land and Water*, navigate to:
<https://learning.amplify.com/books/9781945191626/#page=1>
- For the book, *Making Models of Streams*, navigate to:
<https://learning.amplify.com/books/9781945191909/#page=1>
- Select **“Log In with Amplify”** button
- Enter teacher-provided **username** and **password** (see below)



Username: s.seattle1@tryamplify.net

Password: **SeattleSci2020**

To view the Read Aloud video of the book, *Handbook of Land and Water*, navigate to:
<https://www.youtube.com/watch?v=w3oL0-q74ms&feature=youtu.be>

Changing Landforms, Chapter 4, Lesson 2, part 1

Pause the video to answer these three questions. We will review them together afterward. Feel free to discuss with a family member.

1. What new information did *Handbook of Land and Water* give us about how **landforms** can **erode quickly**?

2. What are some examples of **loose materials** that we read about in *Handbook of Land and Water*?

3. Does **sand** or **chalk** better represent **loose materials**? Explain your thinking.

Daily Written Reflection

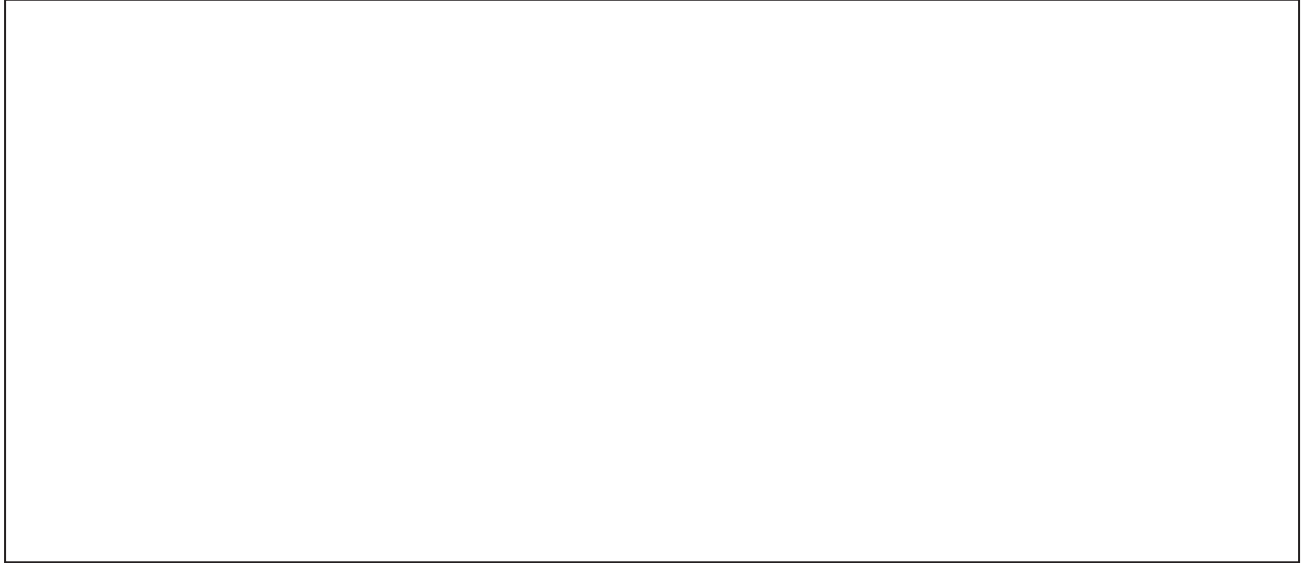
Why do you think some things fall apart more quickly than other things?

Make a drawing first if it helps you explain your thinking. Label your drawing, then take a photo of it and attach the image in the box below:



Modeling Erosion with Chalk

1. Draw the chalk, then take a photo of your drawing and attach it below:



2. Observe what the water is doing to the chalk. Record your observations.

Modeling Erosion with Chalk

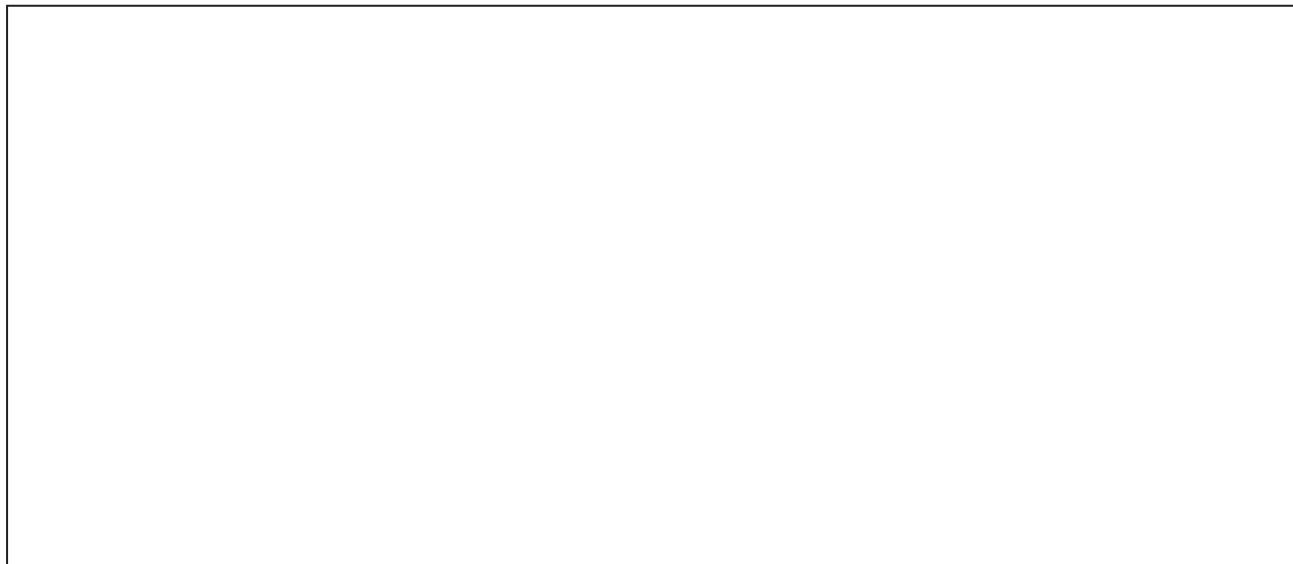
(continued)

3. Draw what the Chalk Model looks like now. Label your drawing, then take a photo of your drawing and attach the image in the box below:



Modeling Erosion with Sand

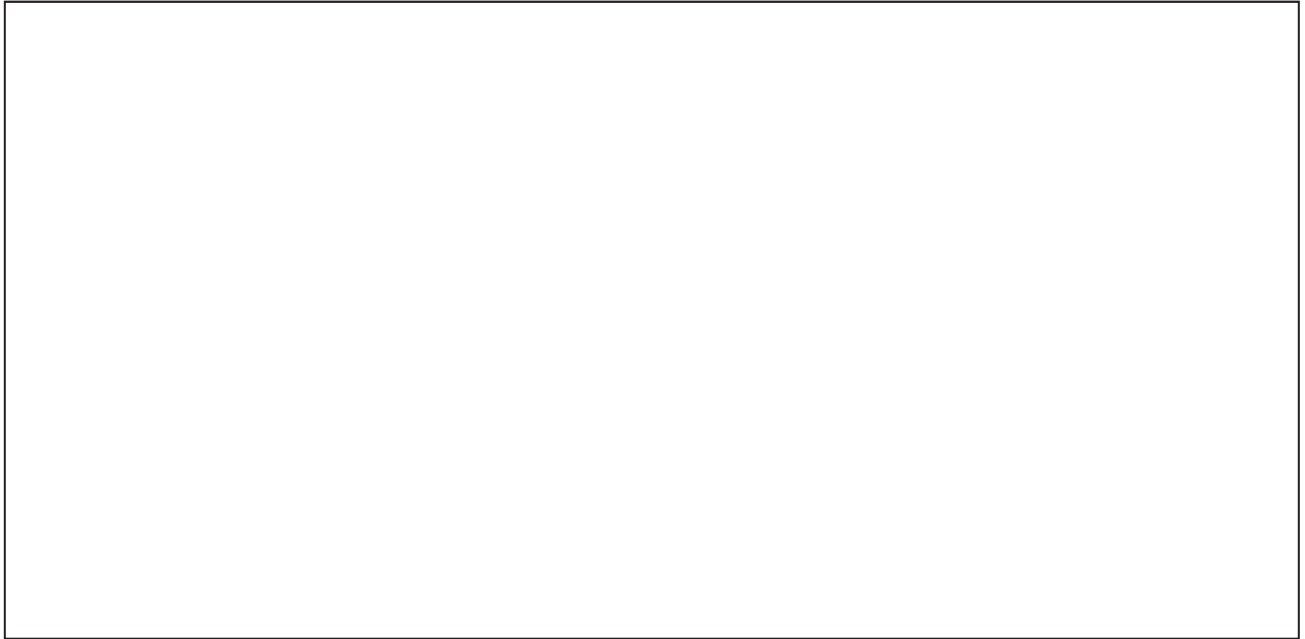
1. Draw the sand. Take a photo of your drawing and attach it in the box below.



2. Observe what the water is doing to the sand. Record your observations.

Modeling Erosion with Sand (continued)

3. Draw what the Sand Model looks like now. Label your drawing. Take a photo of your drawing and attach it in the box below:



Comparing the Models

How was the erosion of the sand different from the erosion of the chalk?

Which was more stable, the sand or the chalk? Why do you think so?

Changing Landforms, Chapter 4, Lesson 2, part 1

These are more questions from the video, pause to answer.

4. What was different about how the chalk and sand eroded ?

5. Which was more stable , the sand or the chalk? Why do you think so?

Changing Landforms, Chapter 4, Lesson 2, part 2

Pause the video to answer these three questions. We will review them together afterward. Feel free to discuss with a family member.

1. What did you picture in your mind when you visualize how wind can erode a sand dune?

2. What did you observe happening when air was blown at the mound of sand?

3. What do you think would happen if we blew air at the chunk of chalk? Would wind cause the chalk to erode? Why or why not?

4. Why do you think we used both models in the same lesson? How did that help us better understand erosion?

5. Why do scientists use models, and why have we been using them?

Part 1

Pause the video to answer these questions. We will review them together afterward. Feel free to discuss with a family member.

1. What ideas do you have about model streams and real streams ?

2. How is the stream model similar to a real stream?

3. What is another example of scale from the book?

Evidence for How Landforms Erode Quickly Chart

Directions:

1. Review the list of activities on the left side of the chart.
2. On the right side of the chart, record evidence to support how wind and water can erode a landform quickly.

Idea: Wind and water can erode a landform quickly if the landform is made of loose materials.

Activity	Evidence that supports the idea that wind and water can erode a landform quickly if the landform is made of loose materials
Reading <i>Handbook of Land and Water</i>	
Investigating the Sand Model	
Watching the Wind Erosion Model	

If a family member is available, we strongly recommend this activity! Building on Ideas helps you to think more deeply by hearing what someone else HEARD you say.

Building on Ideas: Question 1

How are landforms that erode quickly and landforms that erode slowly similar?

Partner A

Landforms that erode quickly and landforms that erode slowly are similar because _____.

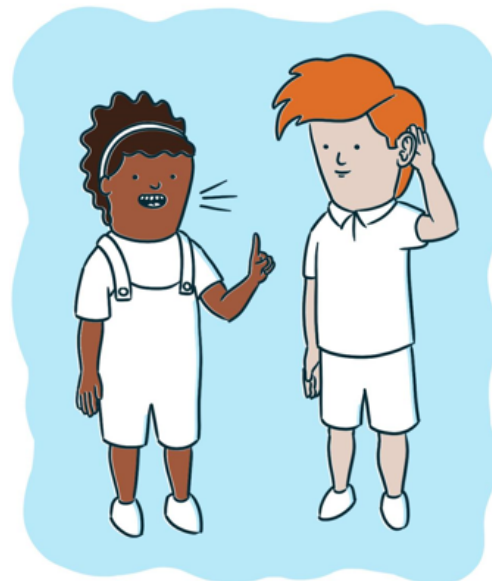
Partner B

I heard you say _____.

I agree/disagree because _____.

Partner A

I heard you say _____. This changed/didn't change what I think because _____.



1. How are landforms that erode quickly and landforms that erode slowly similar?

Building on Ideas: Question 2

How can you tell if a landform will erode quickly or slowly?

Partner B

You can tell that a landform will erode quickly/slowly if _____.

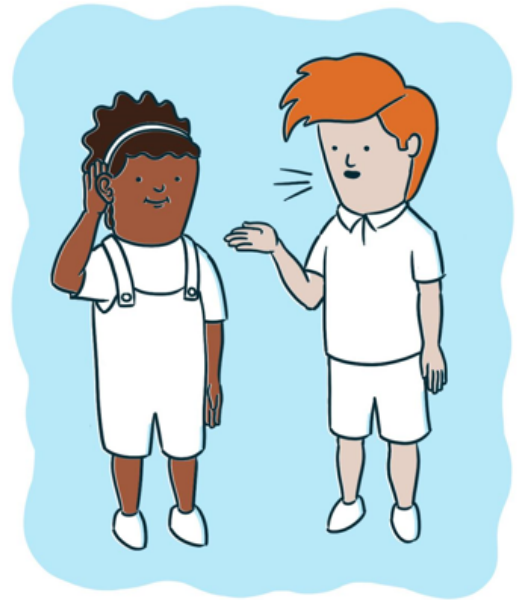
Partner A

I heard you say _____.

I agree/disagree because _____.

Partner B

I heard you say _____. This changed/didn't change what I think because _____.



2. How can you tell if a landform will erode quickly or slowly?

Daily Written Reflection

What is one way the Wind Erosion Model was like the real world? What is one way the Wind Erosion Model was NOT like the real world?

Make a drawing if it helps you explain your thinking. Label your drawing, then take a photo of it and attach it in the box below:



Now write about it! Use your drawing to help remind you of your ideas.
