What can seven pictures tell us about the Little Sandy?

Grades 4–8 and families / 30 minutes / Classroom photo investigation

Students use two numbered photos to describe what they see, propose an explanation for a riverbank washout, and name evidence that could test it.

Before class

Show photos 1–7 on a screen or give each pair pages 2–4. Copy page 5 for each learner. Gather pencils. The whole lesson works on paper.

Teach the lesson

0–5 min	**Look quietly**	Show photo 1. Give everyone a moment to look, then ask each learner to point to a detail a partner could find.
5–15 min	**Compare views**	Pairs study all seven photos. On the worksheet, describe one visible detail from each of two numbered photos.
15–25 min	**Reason together**	Ask how water might move near the logs. Compare explanations for the worn bank. What evidence could help decide?
25–30 min	**Exit ticket**	Each learner cites one photo in a claim and names a question the pictures leave open.

Listen for the difference

In photo 5, students can observe bare soil below a grassy edge. The field notes identify a washout on river right (the right bank when facing downstream). Students might infer that the jam steers water toward that bank. Earlier photos and water-level records could help test the idea.

For grades 4–5 or families, sketch and tell a partner what you see. For grades 6–8, consider a second explanation, such as erosion during earlier high water.

Open the original field report

Scan the code or visit restoringwhatwaslost.com/eye, choose Map, and search LS-TR-009.

Find the logjam

Look across the water first. Then look into the tangle of wood.

PHOTO 1



Across the water

Logs lie across part of the channel. Water fills the foreground.

PHOTO 2



Between the logs

A pale container and smaller objects sit among wood and branches.

Look again

Which details are easier to pick out in photo 2? Point to where each one is in the frame.

What do you learn about the river from photo 1 that the close view leaves out?

Photographs from Little Sandy Watershed Eye field report LS-TR-009, in gallery order.
restoringwhatwaslost.com/printables/little-sandy-logjam

Change your viewpoint

Use the objects and people in each frame to think about size and position.

PHOTO 3



A wider view

Standing trees rise above fallen trunks along the water’s edge.

PHOTO 4



Close to the wood

A paddler sits low in a small boat beside logs at the waterline.

Look again

Find a fallen trunk in photo 3. What appears beside it? In photo 4, what gives you a rough sense of the size of a log?

If you wanted an exact measurement, what information would you still need?

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Read the riverbank

Follow the boundary where soil, roots, grass, and water meet.

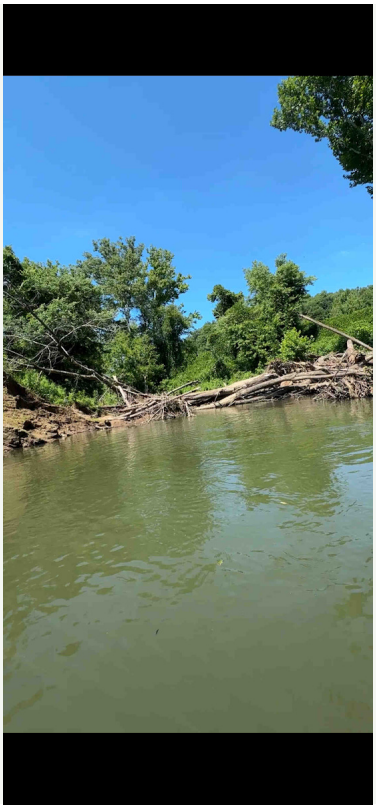
PHOTO 5



The bank up close

A strip of grass lines the top of a steep face of bare soil.

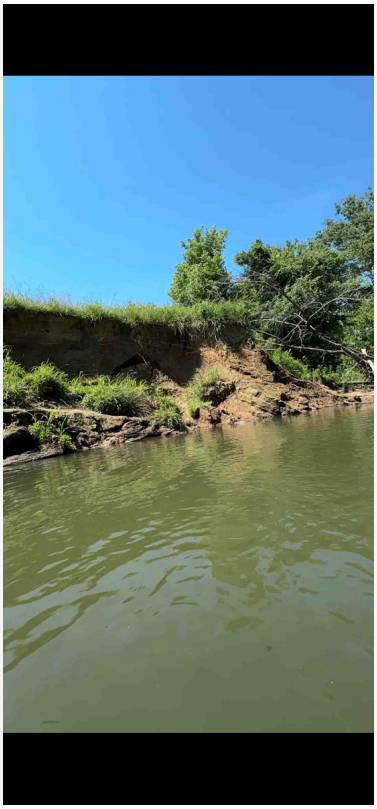
PHOTO 6



Across the channel

Open water fills the foreground. Logs sit along the wooded edge.

PHOTO 7



The bank from farther away

Bare soil breaks the grassy edge. Trees stand to the right of the opening.

Look again

Look at photos 5 and 7. Name a feature you can point to in both. What does photo 6 add to your view of the channel?

Could you tell from these views alone when the bank changed? What comparison would help?

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restoringwhatwaslost.com/printables/little-sandy-logjam

Read the river in pictures

Name _____ **Date** _____

Use the seven logjam photos. In your answers, name the photo number and point to a detail someone else could find.

1 What do you see?

Choose two photos. Write a visible detail for each, or draw and label it.

Photo ____

Photo ____

2 What might explain the washout?

Suggest one way the exposed bank could have formed. Use a photo detail to explain why that idea is worth checking.

3 What would you check next?

Name one observation or record that could test your idea. What would you look for in it?

4 Exit ticket

Finish aloud or in writing. “Photo ____ shows ____. I still wonder ____.”