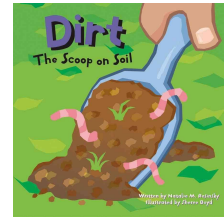


Unit 2: The Forces of Wind and Water

WEEK 2 Day 1



Text Talk *Dirt: The Scoop on Soil* Read 1 of 3

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objectives	I can identify features of an informational text and describe their importance. (R.8.2.b) I can use key details and images from the text to strengthen my understanding of soil and erosion. (R.11.2.c, R.11.2.d)
Language Objective	I can make connections between real-life experiences and new words; I can use these new words in discussions and writing. (L.5.2.a)
SEL Objective	I can respectfully and effectively communicate information that I learned from a text to my peers. (Relationship Skills)
Vocabulary	clay: the sticky layer of soil with grains smaller than silt decomposers: small creatures that feed on dead plants and animals and turn them into soil (*decompose) erosion: when soil and landforms are worn away by water and wind fleck: a small bit grain: small piece humus: the wet, dark part of soil made from rotting plants and animals * layer: a section of something that alternates with a different material from top to bottom sift: to separate into parts soil: dirt made of rocks and humus topsoil: the layer of soil in which plants grow

Text Talk U2 W2 D1

	unearth: to dig up						
Materials and Preparation	• <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky • Informational Text Features pages or chart, for reference • jar with dirt and water experiment, from Writing, Week 1, Day 3 Note: This lesson goes in two possible directions, based on what has happened so far in the soil experiment. • masking tape, or another way to label the jar • teaching whiteboard or additional chart paper • Writing Station Response: <i>Dirt: The Scoop on Soil</i>, 1 copy On the whiteboard, write the Writing Station prompt. • chart paper, 2 pieces Prepare the Weekly Question Chart. Prepare the following chart, Learning about Soil and Erosion. <table border="1"> <tr> <th colspan="2">Learning about Soil and Erosion</th></tr> <tr> <td>What we know from experience</td><td>What's new from the text</td></tr> <tr> <td colspan="2"> Questions: </td></tr> </table>	Learning about Soil and Erosion		What we know from experience	What's new from the text	Questions:	
Learning about Soil and Erosion							
What we know from experience	What's new from the text						
Questions:							
Opening 4 minutes	Introduce the book and elicit background knowledge about soil. <i>In this unit, we are learning about landforms and the forces of water and wind. To understand the effects of wind and water on land, it's important to first think about an important feature of land, its soil. This week, we will be looking at two texts that help us understand soil and how wind and water can cause something called erosion, which impacts soil. The first text we are reading this week is <i>Dirt: The Scoop on Soil</i>. You may remember this text from Kindergarten.</i> <i>What do you already know about soil? Let's put what we know on this chart, Learning about Soil and Erosion.</i> Spend a few minutes harvesting children's ideas about soil and record them on the left hand side of the chart.						

	<i>This is an informational text. It contains important information that helps us understand land and erosion.</i> Set a purpose for today's reading. <i>Like Earth's Landforms and Bodies of Water, this book has important text features that signal to us that it is an informational text. As readers, we notice the headings for each section and pay attention to how they help us organize our reading.</i> Refer to the Informational Text Features pages or chart. <i>When we read, we also use background knowledge and real life experiences to help us understand new vocabulary. We will read the entire book today, and we'll look more deeply at certain parts tomorrow.</i>
Text and Discussion 26 minutes page 3	Show the table of contents. <i>Do you remember how a table of contents works? In this book, the headings listed in the contents define sections of information. This helps us organize our reading. The headings might also spark our thinking and make us curious. Let's read and pay special attention to the sections.</i>
page 4	Model thinking aloud about "Unearth some dirt." <i>"Unearth some dirt." is an interesting sentence. What does "unearth" mean? Maybe it has something to do with the heading title, "What is dirt made of?" I know that dirt comes from the earth. I also know the prefix "un" means to undo or take out. Maybe "unearth" means to scoop out earth, or dirt [act out scooping dirt from the ground]. I think that the author is playing with language here to spark our interest and keep us reading!</i>
page 6	After reading the directions for an experiment to watch soil separate, direct children's attention to the jar of soil and water prepared the previous week during Writing. <u>If the soil has begun to separate visibly:</u> <i>Let's see if we can see layers of soil in the glass jar we set up last week for the experiment during Writing. What do you see? How could we label the jar to describe the different layers? Turn to a partner and talk about what you observe in the jar and how you would label the layers.</i> Label the jar according to children's observations and descriptions. <i>Let's add to the chart our ideas about layers of soil, based on our experiment. We'll write this information on the left, What we know from experience.</i>

	Record children’s ideas, highlighting language that indicates they are drawing from their observations of the soil experiment. <i>Now let’s read to find out what the text tells us about the different layers of soil.</i> <u>If separation is not yet visible:</u> <i>It doesn’t look like much has changed yet. We’ll keep watching what happens in this jar over the next several days. When we notice something different, we’ll add our observations about that to the chart.</i>
page 11	Discuss the differences between sand, silt, and clay. Add those clarifications to the right hand side of the chart, under “What’s new from the text.”
page 12	Define flecks: small bits. <i>Sometimes someone says, “You have a fleck of food on your shirt.” Where else have you seen flecks of something before? Turn and tell a partner.</i>
page 13	<i>What is humus? What do we understand from the text and pictures? Let’s add what we’re learning about humus to our chart.</i>
page 14	<i>Here is see another heading; it sets this section apart. The heading says “It’s alive!” What could that mean? How can dirt be alive? Let’s read to find out.</i>
page 15	<i>What are decomposers? Can you give an example of why you think that, based on evidence in the text?</i>
page 18	Read the section heading, “Keeping Dirt Healthy.” <i>This section sets the stage for the learning we will do all through this unit about how wind and water affect land.</i> Think, Pair, Share. <i>What do we learn about topsoil? Why is it important? Turn to a partner and talk about why topsoil is important, using evidence from the text.</i> As children share in the whole group, add new information to the right hand side of the chart.
page 19	<i>What do we know about erosion so far? Let’s think about what the text tell us, and add it to our chart.</i> Read to the end of the text (page 21).

Key Discussion 8 minutes	Use the Numbered Heads Together routine. <i>Let's review our chart. In groups of four, talk together and share one thing you have learned about soil that you didn't know before. Share what helped you learn about that. Was it our experiment? Was it part of the text: the headings, certain illustrations or text, a particular section of the book?</i> Introduce the Writing Station Response. <i>This week at the Writing Station, you will describe an image using at least two of the vocabulary words listed here. You can also draw a picture to help you explain your thinking.</i> Show the Writing Station Response sheet. <i>This is the sheet you will use with the prompt at the top. Let's read the prompt together.</i> Read the whole prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt.
Closing 1 minute	<i>Today we looked at some important parts of this informational text, especially headings. We also used our real experiences to build our understandings of soil and erosion.</i>
Weekly Question Chart 1 minute	Introduce the Weekly Question, "What can we learn about land?" Have the group share out new understandings and, as children share, highlight new vocabulary you hear used. Quickly define these words and add this new vocabulary on the Weekly Question poster.
Standards	R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic. L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). SEL.Relationship Skills
Ongoing assessment	Listen in to conversations the children are having and notice the ways in which children are making meaning of the informational text. Do children use key features to help them understand important content from the text? Do children use images to clarify vocabulary and content from the informational text? Do children use their real world experiences to make connections

	to new vocabulary words?
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