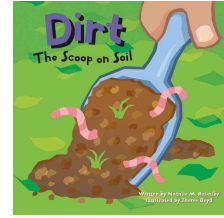


Unit 2: The Forces of Wind and Water

WEEK 2 Day 2



Text Talk *Dirt: The Scoop on Soil* Read 2 of 3

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objective	I can identify and explain facts, concepts, and ideas about soil and use my understandings in discussion about the text (R.6.2.b) I can locate the glossary and use it to help me define new words. (R.8.2.b)
Language Objective	I can use context clues to understand new words and check my understanding of new words by using glossaries. (L.4.2.a, L.4.2.e)
SEL Objective	I can use discussion prompts to respectfully engage in conversations with 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: separate into parts soil: dirt made of rocks and humus topsoil: the layer of soil in which plants grow

Text Talk U2 W2 D2

	unearth: dig up
Materials and Preparation	• <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky Flag pages 8, 14, and 18 for this lesson. • Discussion Prompts chart, from Unit 1 • Learning about Soil and Erosion chart, from Day 1 • Text Talk notebooks • pencils On the whiteboard, write: What is soil? Why is it important?
Opening 7 minutes	Reintroduce the text. <i>Today we will read a few parts of Dirt: The Scoop on Soil a second time. We'll try to learn more about important facts and vocabulary about soil and erosion by looking at informational text features and using clues from the context as we read.</i> Refer to the Learning about Soil and Erosion chart. <i>Before we begin, let's review the information we have already learned about soil and erosion. Turn and talk with your partner to name some important words and ideas we recorded yesterday.</i> Refer to the questions on the board and to the Discussion Prompts. <i>First, decide who will be Partner A and Partner B. Partner A, explain first, what soil is, and second, why it's important. Use evidence from the text that we recorded on our chart. When Partner A has finished, Partner B can add ideas that are missing or that you disagree with. For example, Partner B can say things like: I agree with you about _____ and I also think _____. Or, I disagree with you about _____ because I think _____. Or, I heard you say _____, and I want to add _____. After Partner B is finished speaking, Partner A can add any other ideas. Then we will talk together as a group.</i> Give children time to talk in partners, and then harvest ideas in the whole group. Highlight instances of children using the Discussion Prompts effectively. Set the purpose for the day's reading. <i>Now let's see if we can deepen our understanding of the ideas and vocabulary in Dirt: The Scoop on Soil. This book has a useful text feature: a glossary. The glossary defines important words in the text.</i>
Text and	Practice using context clues.

Discussion 24 minutes page 11	<i>Another way to learn words is to use context clues. We'll focus on a word that comes up many times in the book: grains. Show a thumbs-up if you have heard this word somewhere before. "Grains" is a word that means different things depending on where it's used. Let's read a few pages to see what it means in this context.</i> Begin reading on page 8, and stop after reading page 11. <i>What do you think now about the meaning of the word "grains?" Here, grains means very small pieces. Is it different from other meanings of that word you have heard before? In a different context, "grains" are the seeds of plants we eat, such as wheat.</i> <i>This is good practice for thinking about words in context that might have multiple meanings. Now, let's focus on some words that have very specific meanings and are important for our study of land.</i>
page 15	Turn to page 14. <i>Let's read these pages to understand the word "decomposers." We'll see how it relates to humus and why decomposers matter. Then we'll see if the glossary can help us understand even more.</i> Read pages 14 and 15. Practice using context clues. Distribute Text Talk notebooks and pencils for a Note Break. <i>Now that we have read about decomposers, let's take a Note Break. Jot down what you understand about decomposers and why they are important for humus and soil.</i> Ask a few children to share their notes. As children share, prompt them to reference the text by asking, <i>Why do you think that?</i> <i>Now let's look up "decomposers" in the glossary. What do we learn? What more do we understand now?</i>
page 18	Turn to page 18. <i>Let's read a few more pages to understand "topsoil" and "erosion"—two very important words for our study.</i> Read page 18. Then, use context clues to understand a new word. <i>To understand the word "topsoil" we need to understand the word "humus." Using context clues means using vocabulary we already know. We remember that humus is the top layer of soil—it's the dark part of soil made from rotting things that helps plants grow [turn back to pages 12-13]. This helps us understand that topsoil is a combination of humus, water, and air.</i> <i>Let's read the glossary definition. Thumbs up or down: is it helpful? What does this definition add that we may have missed?</i>

page 19	Read page 19. <i>What is erosion? According to the text here, it is the loss of topsoil. Let's see what the glossary definition will say.</i> Read the glossary definition. <i>The glossary offers a clearer definition than the text. It is important to use context clues and to look words up in the glossary to really understand new words. When you come to a word you don't know, you might flip back and forth between the text you are reading and the glossary.</i>
Key Discussion 8 minutes	Use the Numbered Heads Together routine. <i>Let's review our chart about soil and erosion. Like yesterday, with your group, share one new word related to soil that you learned today. What strategies did you use to learn that word? How is that word important to learning about soil or erosion?</i> Have each group share ideas from their discussions, and add to the chart.
Closing 1 minute	<i>Today, we talked about what we learned yesterday about soil. Doing this helps us remember what we are learning. We also looked closely at a few pages of Dirt: the Scoop on Soil and its glossary to understand new, important words. Tomorrow, we'll compare this book to another text on soil and erosion.</i>
Standards	R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect. 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. L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase. L.4.2.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 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 words, concepts, and ideas from the text. Do children use context clues to make meaning of words? Do children use the glossary efficiently to support their understanding of new words? Do children use discussion prompts to respectfully engage in conversations with their peers?