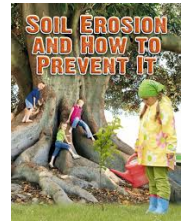
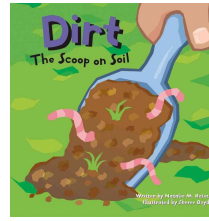


Unit 2: The Forces of Wind and Water

WEEK 2 Day 3



Text Talk *Dirt: The Scoop on Soil* and *Soil Erosion and How to Prevent It* (pages 4 and 7)

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objective	I can use key details from the text to explain soil erosion. (R.4.2) I can gather information from two texts to answer a question. (W.1.2.b)
Language Objective	I can ask and answer questions to help determine or clarify the meaning of words and phrases. (SL.2.2.b)
SEL Objective	I can organize my thoughts and communicate my ideas through speaking and writing. (Self-management)
Vocabulary	creature: animal dune: a mound or ridge of sand formed by wind * organic: having to do with or coming from living things transport: carry * vital: necessary for life
Materials and Preparation	• <i>Soil Erosion and How to Prevent It</i>, Natalie Hyde • Soil Vocabulary slides • <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky, for reference • <i>Soil Erosion and How to Prevent It</i> excerpt (pages 4 and 7), slides Plan to project these slides onto a whiteboard or chart paper, to model annotating the text. • <i>Soil Erosion and How to Prevent It</i> excerpt (pages 4 and 7), printed,

	- one copy for each child - pencils - Learning about Soil and Erosion chart, from Days 1 and 2 - Weekly Question Chart - whiteboard and chart markers - sticky notes, 1 full stack - Learning about Soil and Erosion chart, from previous lessons - Writing Response sheet: <i>Dirt: The Scoop on Soil and Soil Erosion and How to Prevent It</i>, one copy for each child - chart paper, 2 pieces Prepare the following two charts. <table><tr><th colspan="2">Annotations</th></tr><tr><th>Mark</th><th>What it means</th></tr><tr><td><u>Underline</u></td><td>key details related to a question or idea</td></tr><tr><td>?</td><td>Something I don't understand or I'm wondering</td></tr><tr><td></td><td><i>Leave blank for now</i></td></tr></table> <table><tr><th>How and Why we Annotate</th></tr><tr><td>Use annotations to highlight and remember important details in the text.</td></tr><tr><td>As you read, Ask yourself: "Is this an important detail I already know?" "Is this new information that helps me better understand the text?" "Do I have a question about this information?" Underline important details. - If you have a question, put a question mark in the margin. </td></tr></table>	Annotations		Mark	What it means	<u>Underline</u>	key details related to a question or idea	?	Something I don't understand or I'm wondering		<i>Leave blank for now</i>	How and Why we Annotate	Use annotations to highlight and remember important details in the text.	As you read, Ask yourself: "Is this an important detail I already know?" "Is this new information that helps me better understand the text?" "Do I have a question about this information?" Underline important details. - If you have a question, put a question mark in the margin.
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Opening 5 minutes	Introduce the purposes for today's reading. Show the cover. <i>Today we will read sections from Soil Erosion and How to Prevent It by Natalie Hyde. We'll read this new text to understand more about soil, land, and erosion. As we read, we will annotate, or mark up, the text to highlight important ideas. We'll add what we learn to information we have been collecting from Dirt: The Scoop on Soil.</i>													

	Show the book, <i>Soil Erosion and How to Prevent It</i>. Open to page 4 and indicate that children have a copy of this text in their hands. Provide some background information. <i>This is an informational text about soil, erosion, and ways we can prevent the negative effects of erosion. We will be looking at just a few sections from the text and will read other parts of the book as we continue our study about the forces of wind and water on land. Before reading, let's preview some new vocabulary that will help us read.</i> Show Soil Vocabulary slides and briefly define each word. Organic means made from nature. Vital is a word with multiple meanings. In this case, it means essential or really important. Creatures are animals. Transport means to carry. A dune is a mound or ridge of sand formed by wind. These words are familiar: erosion; soil, silt, sand, and clay.
Text and Discussion 20 minutes Annotation charts	<i>When we read—especially when we read informational text—it can be helpful to annotate the text. That means writing right on the text to highlight what we might want to come back to later. We can underline important details and write a question mark in the margin when we have a question. This helps us slow down our reading, understand the text better, and revisit parts that are important or that we have questions about.</i> Review Mark and What It Means on the Annotations chart. <i>As we read, we are going to follow these steps.</i> Show the How and Why We Annotate chart and read the steps.
slide 2	Model interacting with the text, continuing to refer to the How and Why We Annotate chart. <i>Watch how we can ask these questions as we read the first section together.</i> Chorally read, pointing to the text and modeling fluency and expression. Pause to reread tricky passages or words, such as “It is a layer of crushed rocks and organic, or nature-made, material called soil.” <i>I am going to stop and ask myself these questions [refer to the questions on the chart]:</i> <i>“Is this an important detail I already know?”</i> <i>We already know from Dirt: the Scoop on Soil that soil is made of different rocks. Now we find this information in a second text; it must be important! I’m going to underline that. [On the projection,</i>

	underline “layer of crushed rocks.”] Refer to the third question, “Do I have a question about this information?” <i>This sentence reads, “Soil is only a thin layer...” This makes me wonder what the other layers of Earth are. I’m going to put a question mark next to this sentence.</i> [On the projection, write a question mark in the margin of the page.] <i>Turn and talk. In your own words, explain to your partner why we annotate. Listen carefully and add on to each other’s ideas.</i> Distribute the passages and pencils. <i>Now, we will read the section “Moving Around” together. As we read, ask yourself:</i> Review the questions on the How and Why We Annotate chart. <i>Underline anything you think is important, and write a question mark next to anything you don’t understand or want to learn more about.</i>
page 4	Engage the group in a shared reading of this section, “Moving Around.” After reading, provide children time to work with partners to annotate the section. Invite four children to share their annotations: two underlined parts and two questions. Affirm children’s efforts. <i>Maybe we will be able to answer these questions after we read the rest of the text.</i> <i>What information have we learned in this section of Soil Erosion and How to Prevent It?</i> <i>What information in Soil Erosion and How to Prevent It adds to something we have learned in Dirt: the Scoop on Soil?</i> Write new understandings in the right hand column of the Learning About Soil and Erosion chart, “What’s new from the text.” <i>What vocabulary is shared in the two texts so that we understand it more deeply now?</i> Highlight and record vocabulary not already collected on the Weekly Question Chart. <i>What questions do you still have about soil and erosion?</i> Record children’s questions on sticky notes and attach them in the bottom section of the Learning About Soil and Erosion chart. These can be revisited on Day 5 with the Weekly Question chart.
page 7	Turn to page 7 in the book. <i>Now you will read two sections with your partner: “Soil Helpers”</i>

	<i>and “On the Move.”</i> Review the questions on the How and Why We Annotate chart. <i>Underline at least one key detail in each section. Put a question mark next to anything you want to learn more about. Some parts might be challenging. Do your best to figure out tricky words and phrases with your partner.</i> Provide children time to read and annotate the section. Bring the group back together. Invite four children to share their annotations: two underlined parts and two questions. Affirm children’s efforts. <i>We know that if we keep reading we may find answers to some of our questions!</i>
Key Activity 15 minutes	Discuss the content of the text. <i>Turn and talk to a partner to recall the information on page 4. Look at your notes and questions to help you. What are some important details? What questions do you have?</i> Allow the children a moment to talk together, and then harvest ideas in the whole group. Add their ideas to the Learning about Soil and Erosion chart, as appropriate. <i>Now think about page 7 and talk with your partner: What is the important information from each section? What questions do you have?</i> <i>Now that we have gathered information from two texts, Dirt: The Scoop of Soil and Soil Erosion and How to Prevent It, you are going to write and draw to answer a question about soil erosion.</i> Distribute the Writing Activity sheets. Chorally read the question. <i>When you answer this question, try to include information from both texts. You can reference the chart to recall information that we gathered over these past three days.</i> Send children to write. They may continue working on this sheet at the Writing Station.
Closing	<i>Annotating and discussing details from this text helps us better understand soil and erosion. We can combine this with information we learned from Dirt: The Scoop on Soil to answer some questions and ask new ones about soil and erosion.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why.

	SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SEL Self-management
Ongoing assessment	Listen in to conversations the children are having and notice how children are annotating the text. Do children underline key details? Do children ask questions to clarify understanding? Collect children's writing. Do children demonstrate understanding of key details from both texts? Do children ask a question about the text in order to clarify their comprehension of the topic?

Notes
