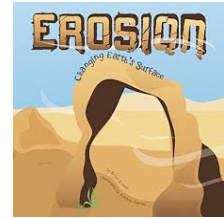


Unit 2: The Forces of Wind and Water

WEEK 3 Day 4



Text Talk

Erosion: Changing Earth's Surface

Read 1 of 2, pages 4-9

Big Idea	Wind and water can change the shape of the land.
Weekly Question	How can water change land, and why does it matter?
Content Objectives	I can ask and answer questions about how water changes the land. (R.4.2, SL.1.2) I can explain where different bodies of water are found based on information from the text. (2-ESS2-3) I can describe how flowing water can change the shape of the land. (2-ESS2-4(MA))
Language Objectives	I can read fluently and use vocabulary from the text to describe what I'm learning and what I want to know about erosion by water. (L.6.2.a) I can determine the meaning of words and phrases about erosion by water. (R.7.2.b, L.4.2.b)
Vocabulary	flash flood: a flood that happens very quickly grind: to rub a rough surface against something to change its shape nutrient: a substance that plants or animals need to grow riverbed: the ground at the bottom of a river seep: to flow or pass through small openings teeter: to stand in an unsteady way
Materials and Preparation	• <i>Erosion, Changing Earth's Surface</i>, Robin Koontz • <i>Erosion, Changing Earth's Surface</i> excerpt, page 8, printed, one copy for each pair of children • Text Talk notebooks and pencils

Text Talk U2 W3 D4

	What is erosion by water? chart, from Day 3 At the bottom of the chart add, What questions do we still have? What is erosion by water? _____ is one kind of water that causes erosion. Water causes erosion when _____. What questions do we still have? On the whiteboard write: How does water change the land? What questions do you have about how water changes the land?
Opening 1 minute	<i>Today we will read a new informational text titled Erosion, Changing Earth's Surface, written by Robin Koontz and illustrated by Matthew Harrad. This book contains important information that will help us understand more about erosion. Today we will read just a few pages.</i> Set a purpose for the read. <i>We are continuing to explore how water causes erosion. Today as we're reading, we'll think about what we already know about this and what questions we have. We'll define new words and use them to describe what we're learning about erosion.</i>
Text and Discussion 20 minutes page 4	Read the first paragraph on page 4. Define teeter by modeling a whole body gesture and inviting children to do the same. Pause before reading the second paragraph. <i>Listen for a definition of the word "erosion." Put your thumb up when you hear a definition.</i> Highlight how the text definition connects to the explanations of erosion from previous discussions. As a class, make up a motion for the word erosion. [For example, opening open arms wide and then moving them closer to the body to illustrate a shrinking landform.] Challenge children to use this motion every time they hear the word in the text.

page 7	Continue to read through page 7, including the Fun Facts. Pause to ask: <i>How does erosion begin from rainwater, according to this text?</i> <i>What does it mean that “water grows deep quickly”?</i>
page 8	<i>Let’s read together.</i> Distribute the excerpts. Begin reading page 8 chorally. Pause the reading after the third sentence (“... bottom of the riverbed.”). <i>What does the author, Robin Koontz, mean when she writes “The rocks grind along the bottom of the riverbed?”</i> <i>What makes you think that? In your mind, picture rocks grinding.</i> <i>What does that look like?</i> Invite a few children to share their ideas. Clarify as needed: <i>The moving water makes rocks rub against each other and crumble along the earth underneath the river water.</i> Grind means to rub a rough surface against something to change its shape. [Make a gesture.] Riverbed means the ground at the bottom of a river. [Hold one forearm parallel to the ground (the riverbed) and move the other hand and forearm, as water, above it.] Continue reading chorally. At the end of the second paragraph, pause. <i>We know that nutrients help plants grow. They are like vitamins in the soil. Does this text remind you of anything else we have seen?</i> <i>What does this information make you think about erosion by rivers?</i> Ask children to set aside their excerpts.
page 9	Read the Fun Fact. <i>Turn and talk to a partner. What are you thinking at this point in the text about erosion by water? Turn and talk to a partner about one idea and one question you have about erosion by water.</i>
What is erosion by water? chart 6 minutes	Refer to the chart What is erosion by water? Facilitate a whole group discussion. <i>Let’s review the types of water we read about yesterday.</i> Review notes on the chart from the previous lesson. <i>What are some types of water we read about today? Is there anything more we can add to the chart today, after reading part of Erosion, Changing Earth’s Surface?</i>
Key Activity 12 minutes	Distribute Text Talk notebooks and pencils. Invite children to talk with a partner and write to respond to the questions on the whiteboard:

	• How does water change the land? • What questions do you have about how water changes the land? Harvest a few ideas in the whole group. Highlight children's use of words defined during the lesson (teeter, erosion, grind, riverbed, nutrient). Add questions to the bottom section of the What is erosion by water? chart.
Closing 1 minute	<i>Today as we read, we described what we already know about how water changes the land, and we articulated questions we still have. We also used new words to describe what we're learning about erosion.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how and why. R.7.2.b Use provided resources to determine the meaning of words and phrases in a text. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). 2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid. 2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.
Ongoing assessment	Listen in during discussions and review children's notes. How do children describe the ways water changes land? How do children articulate questions they still have about how water changes land? How are children expressing their thinking in writing? What theme-related words do children use? Do they use them correctly?