## WEEK 3 Day 5



## Text Talk Erosion: Changing Earth's Surface

Read 2 of 2, pages 10-15

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 identify the main topics of a multiparagraph passage and provide details about these topics. (R.4.2, R.5.2.b)					
	I can identify the importance of oceans and the effect they have on people. (2.T2.2)					
	I can describe different examples of flowing water and how water can change the shape of landforms. (2-ESS2-3, 2-ESS2-4(MA))					
Language Objective	I can articulate and listen to ideas about erosion by water. (SL.1.2)					
Vocabulary	acid: a liquid that destroys things by chemical action					
	chemical: a substance or compound					
	cliff: a steep rock face at the edge of the sea					
	force: strength or energy caused by movement					
	glacier: a large mass of ice that moves slowly down a slope or across land					
	passage: a narrow passageway or path					
	seep: to flow or pass through small openings					
	<b>stalactite</b> : a structure hanging like an icicle from the roof of a cave, formed by dripping water depositing calcium salts					
	<b>stalagmite</b> : a mound from the bottom of a cave, often touching a stalactite					
	tsunami: a huge wave caused by an earthquake under the sea					

	valley: a low landform between two raised landforms							
Materials and Preparation	<ul> <li>Erosion, Changing Earth's Surface, Robin Koontz</li> <li>What is erosion by water? chart, from previous days</li> <li>Text Talk notebooks and pencils</li> </ul>							
	On the whiteboard, write:							
	What were the main topics of this section of the text? What are some details that go with those topics?							
	What do you know now about erosion by water?							
Opening 1 minute	Reintroduce the book and share the purpose for reading.  Yesterday we read Erosion: Changing Earth's Surface by Robin Koontz. We explored different ways that water causes erosion.  Today we'll read to find out specifically how the ocean, frozen water, and dripping rain cause erosion. We'll identify the main topics and some details about each kind of erosion.							
Text and Discussion 19 minutes  page 10, first paragraph	Read the first paragraph on page 10.  What is being described here? What does the ocean do to rock?  Turn and talk to a partner.  Affirm children's understanding.  Oceans erode rocks at the bottom of cliffs. That is the main topic of this paragraph.  If not surfaced, take time to explain "erode soft rock" and "throw the loose material back."							
page 11	Read the rest of pages 10 and 11.  Let's talk about the details of these pages together. What are the different ways that the ocean can erode cliffs?  Harvest a few ideas.  Now, take a Note Break: how do oceans cause erosion? Include some details from the text to support your idea.  Encourage children to think beyond the text.  The text reads, "eroded piecescan become a sandy beach." That sounds like erosion. It's interesting to think that while erosion is causing damage to the cliff in one place, it does something positive and beautiful someplace else. What do you think about this idea?							
page 12	Read the two paragraphs on page 12.  Turn to a partner to trade ideas about these two questions:  What does the text tell us happens to water when it freezes inside							

	rock?
	What are glaciers?
	Encourage children to use words they have learned such as "carve" [use the hand motion] and "valley."
	Affirm children's understanding.  Glaciers are frozen water that move and can break up rocks. That is the main topic of this section.
pages 12-13	Read page 12 again and continue through page 13.  Turn and talk. What is frozen erosion, and why does it matter?  Harvest a few ideas.  Distribute Text Talk notebooks and pencils.  Now, Take a Note Break. What is frozen erosion and why does it matter?  Give children a few minutes to think and write quietly.
	Bring the group back together to discuss different kinds of erosion by water. Add children's ideas and questions to the What is erosion by water? chart.
page 15	How does rain carve caves?  Have children share some ideas with the group. Add to the chart as appropriate.
<b>Key Activity</b> 14 minutes	Note Break. Invite children to talk and then write about two prompts. Refer to the questions on the whiteboard.
	Prompt 1: What were the main topics of this section of the text?  What are some details that go with those topics?  [Main topic examples: Ocean erodes rock by the shore, glaciers are frozen water that breaks up rocks, rain can carve caves.]
	Prompt 2: What do you know now about erosion by water?
Closing 1 minute	Today we read to find out specifically about three kinds of erosion caused by water: erosion from the ocean, frozen water, and dripping rain. We identified the main topics and some details about each kind of erosion.
Weekly Question Chart	Refer to the Weekly Question Chart.

5 minutes	Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: water can cause erosion with fast flowing rivers. Water can drench soil making a fertile area called a delta.  Save this chart for use in Week 5.
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why.  R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.  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.  2.T2.2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.  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	Circulate as children work. Listen in as they read and talk about the information.  Do children identify the main topics as well as the details within individual paragraphs and sections of text?  How do children explain the way water changes land, and why it matters?  Collect and make notes on children's writing.  How do children explain erosion by water?  Do they use evidence from the text in their explanations?  What vocabulary do they appropriately use?

Notes			