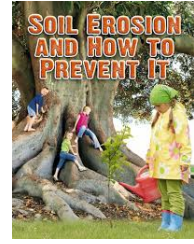


Unit 2: The Forces of Wind and Water

WEEK 3 Day 3



Text Talk *Soil Erosion and How to Prevent It* pages 10-11

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 Objective	I can use details from texts, including words and photographs, to discuss and write about key ideas related to erosion by water. (R.4.2, R.5.2.b, W.1.2.b) I can describe where water is found and how flowing water can change the shape of landforms. (2-ESS2-3, 2-ESS2-4(MA).)
Language Objective	I can determine the meaning of new vocabulary by using clues from words and illustrations. (R.7.2.b, L.4)
Vocabulary	carve: to cut into the surface of something channel: long, narrow place where water flows collapse: to fall inward particle: a very small piece of something protect: to guard or keep safe surface: the outside layer of something solid: firm or hard
Materials and Preparation	• <i>Soil Erosion and How to Prevent It</i>, Natalie Hyde • <i>Soil Erosion and How to Prevent It</i>, pages 10-11 slides • projector and screen • Writing Response sheet, one for each child • pencils

Text Talk U2 W3 D3

	chart paper Prepare the following chart, What is erosion by water? What is erosion by water? _____ is one kind of water that causes erosion. Water causes erosion when _____. [leave space blank for Day 4] On the whiteboard, write: How do these different kinds of water cause erosion? What are two results of erosion by water, according to this text?
Opening 1 minute slides 1- 2	Reintroduce the book. <i>This week we’ve been thinking about the question, How can water change land, and why does it matter? Today we will read part of the book Soil Erosion and How to Prevent It to help us think more about how water changes land.</i> Set a purpose for reading. <i>We’ll read the section “Erosion by Water.” We’ll ask ourselves, what can I find out about how water causes erosion? We’ll identify what this chapter is mainly about and some important details.</i>
Text and Discussion 18 minutes slide 3: page 10, paragraph 1	Read only the first sentence in the first paragraph on page 10. Then reread. Model thinking. <i>“Running water!?” Let’s stop and ask what that phrase means. I don’t think the author means water that runs, like people and animals run.</i> <i>What do you think the author means when she says “running water”?</i> Read the entire first paragraph aloud. Support the children to articulate the main idea. <i>Turn and talk with a partner. According to the text, why is running water the most powerful form of erosion? What details support this</i>

	<i>idea?</i> Note: The word “channels” will be explored as the lesson continues.
slide 4: page 10, paragraph 2	<i>This chapter is organized into paragraphs with subheadings. This paragraph is titled “Carving the Earth’s Surface.” To carve is to cut into something. The surface is the outside layer of the earth. What does the author mean when she writes “carving the surface of the earth”?</i> Provide children with another example, such as carving into clay, or carving an ice sculpture, a piece of meat, or a pumpkin. Offer a gesture to help define the word. <i>In this section, we’ll learn how water carves [hand gesture] the earth’s surface.</i> Read the full paragraph. Allow children a moment to make connections to their prior exposure to the Grand Canyon in the previous lesson. <i>We heard a lot about rocks in this paragraph. Natalie Hyde is not talking about the little rocks we find at the park. What kind of rocks is she talking about? How do you know?</i> <i>The author is talking about giant rocks, like in the picture. We can use this photograph of the Grand Canyon to help us understand the information in the paragraph.</i> <i>The word “channels” is used in this paragraph, and it was also up in the first paragraph [point it out]. Let’s reread this paragraph. Pay attention to details that will help us understand what a channel is.</i>
slide 4: page 10, paragraph 2	Reread the second paragraph. <i>Turn to your partner and talk about what you think a channel is, and how you know. Talk about where you find the channel in this photograph.</i> As children share their definitions, encourage them to cite language from the text, such as, “tunnels,” “V-shaped grooves,” and “fast-flowing water.” <i>The word “eroded” is used in this paragraph; “eroded” is related to the word “erosion” [point to the word]. Turn and tell your partner what’s happening to the limestone and sandstone.</i> Encourage children to use details from the text and their knowledge of the word “carve” as they explain what the rainwater and fast-flowing water are doing to the limestone and sandstone. <i>We are starting to figure out that different kinds of water, like</i>

	<i>rainwater and fast-flowing water, can erode, carve into, or wear down the rock, and, in this way, change its shape.</i>
slide 5: page 11, paragraph 1	Skip “You Dig it” and continue to page 11. Draw children’s attention to the first paragraph. <i>This next paragraph’s heading is “Nature’s Umbrella.” An umbrella is something that protects us from the rain. What could “nature’s umbrella” be? Let’s read.</i> Read the paragraph. <i>Turn and talk to a partner. What is a key detail we are learning in this paragraph about rainwater and plants?</i>
slide 6: page 11, final paragraph	Skip “Losing Support.” Continue to the last paragraph. <i>The last section, “Rocky Islands,” has a photograph to help us. Let’s look at the photo as we read the next section.</i> Read the paragraph. <i>According to the text, how does ocean water change the land along coasts?</i> Harvest children’s ideas.
Key Discussion and Activity 20 minutes	Facilitate a whole group discussion. <i>In this text, what kinds of water cause erosion?</i> Think, Triad, Share. Prompt 1: <i>How do these different kinds of water cause erosion?</i> Prompt 2: <i>What are two results of erosion by water, according to this text?</i> Return to the whole group. Refer to the chart, What is erosion by water? <i>What do we understand now about how water causes erosion?</i> Refer to the sentence frames on the chart to help children articulate details from the text to answer these questions. Distribute the Writing Response sheets, pencils, and clipboards. <i>Here are some questions about erosion by water. You’ll begin writing your responses now, and you can continue at the Writing Station.</i> Echo read the Writing Response prompts and vocabulary. Answer clarifying questions, and invite children to begin writing. Circulate as children write to address any questions or misconceptions. Return as a group and ask a few children to share their responses (so far).

Closing 1 minute	<i>Today we asked ourselves, based on Soil Erosion and How to Prevent It, what can we find out about how water causes erosion? We identified what this chapter is mainly about and some important details. Tomorrow we'll continue to find out about how water causes erosion.</i>
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. R.7.2.b Use provided resources to determine the meaning of words and phrases in a text. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade 2 content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies. 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	Notice how children are able to articulate key details about erosion by water. Are children identifying the main topic of the text and the focus of each subtopic? Do children explain how erosion by water occurs and what some results of erosion by water are? As children are grappling with new words, note their strategies for learning this vocabulary. How do children utilize context clues? Observe how children are writing and misconceptions that arise. Collect and make notes on the writing.