

Unit 2: The Forces of Wind and Water

WEEK 5 Day 4

Text Talk “Dunes” (poem)

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land.
Weekly Question	How can wind change land, and why does it matter?
Content Objectives	I can use details in the language and structure of a poem to explain its meaning. (R.4.2, R.7.2.a) I can write a stanza of a poem using patterns of sounds, words, and phrases. (W.3.2) I can locate various landforms and bodies of water where there are dunes. (2.T2.1) Using words and images, I can describe how erosion by wind impacts how people interact with the environment. (2.T2.4, 2-ESS2-4(MA))
Language Objective	I can use context to understand the meaning of words and phrases in a poem. (L.4.2.a)
SEL Objective	I can show respect for my classmates as they read their poetry. (Social Awareness)
Vocabulary	available: easy or possible to get or use ditchbank: a heap of earth pulled from a drain or stream and placed next to it dune: large ridge of sand firm: hard or solid, not soft gesture: a movement that shows a feeling mound: small hill or heap of something taking root: starting to grow

Materials and Preparation

- chart paper
Write out the poem “Dunes” on the chart paper, numbering each stanza as follows.

Dunes by A.R Ammons

1	Taking root in windy sand is not an easy way to go about finding a place to stay.
2	A ditchbank or wood's-edge has firmer ground.
3	In a loose world though something can be started— a root touch water, a tip break sand—
4	Mounds from that can rise on held mounds, a gesture of building, keeping, a trapping into shape.
5	Firm ground is not available ground.

- “Dunes” poem printed, one copy per child
- Dunes slides
- projector and screen
- *I Know the River Loves Me*, Maya Christina Gonzalez
Flag page 16.
- Erosion by wind stanza sheet

Opening
1 minute

Today’s text is a poem titled “Dunes,” written by A. R. Ammons. We will read it a few times. We’ll also look at some images to support our thinking.

Using details from the poem and images, we’ll explain how dunes form and what can be done to protect land by the ocean.

Afterwards, we’ll write some poetry of our own about erosion by wind!

Text and Discussion 20 minutes	Read the poem aloud once through. <i>Turn to a partner. What do you picture in your mind? What do you think this poem is about?</i>
slides 2-5	Show slide 2 and read it aloud. Check for comprehension. <i>What does this text explain?</i> <i>Now I'll show you two pictures of sand dunes and dune grass.</i> Show slides 3 and 4. <i>Thumbs up if this gives you a better idea of what dunes are.</i> <i>Turn to your partner. What is a dune? What does dune grass do?</i>
read 2 stanza 1	<i>Let's keep this text and these images in mind as we read the poem again.</i> Distribute copies of the poem. Chorally read stanza 1. <i>What is the setting of the poem? Why is it hard to find "a place to stay" in this setting?</i>
stanza 2	Chorally read stanza 2. <i>A ditchbank is a heap of earth pulled from a drain or stream and placed next to it.</i> <i>What makes a woods' edge firmer than a sand dune?</i>
stanza 3	Chorally read stanza 3. Check for comprehension. <i>Turn and talk. What is the "loose world" the poet A.R. Ammons is talking about? What is the root? What does it mean for a tip to break sand?</i>
stanza 4-5	Chorally read stanza 4 and 5. pause to monitor how children make meaning of the language. <i>What are the mounds that rise? How are those mounds held?</i> Reinforce the meaning of "held mounds" as sand held in place by dune grass, emphasizing the importance of grass in maintaining dunes.
read 3	<i>Let's read the poem together a third time all the way through.</i> <i>Now, look at the way the poem is written on the page. Does the way the words are arranged on the paper make you think of anything?</i>
slides 3-7	<i>Let's look at images of dunes and dune grass again.</i> Show slides 3-7. <i>Turn and talk. How do these images help us understand what A.R. Ammons communicates through his poem?</i>

	<i>How do you think the forces of wind and water impact the dunes that we've seen?</i> <i>How have people responded to the effects of wind and water here?</i> <i>People have planted dune grass to keep the sand dunes in place and protect the town from strong ocean waves during storms.</i>
slides 6-11	Show slides 6-11 of dunes from different parts of the world. Use the following questions to facilitate a brief discussion. <i>How are these dunes similar to the dunes in Maine and those described in the poem?</i> <i>How are these dunes different from the dunes in Maine and those described in the poem?</i> <i>How might wind affect small dunes, compared to how it might affect large dunes?</i>
Key Discussion and Activity 18 minutes	<i>Today, you will each write a stanza, or a section of a poem, about erosion by wind. A stanza can be just a few lines.</i> Open <i>I Know the River Loves Me</i> to page 16. <i>Each section in I Know the River Loves Me was a stanza. Here's an example from that poem:</i> <i>I watch her change like me. In the winter, she is low and quiet. In the summer, she is full and loud.</i> <i>The poet, Maya Christina Gonzalez, does not use rhyming words in this poem. Sometimes poets use rhyming words. What might be a rhyme for sand that is relevant to erosion? [land, hand]</i> <i>Sometimes poets also use rhythm. What is rhythm? [beat, movement]</i> <i>In "Dunes," a nice example of rhythm is "a root touch water/ a tip break sand." Thumbs up if you can hear the rhythm. Let's clap it out together.</i> Read the lines again, clapping the rhythm. <i>When you write your stanza about erosion by wind, you could write about dunes, but you don't have to. You can use rhyme or rhythm, if you like. Try to write about four lines, as in the I Know the River Loves Me stanza.</i> <i>Think for a moment what you might write about, and then share your idea with your partner.</i>

	Send children to write. Circulate to support coming up with ideas and generating language. Regroup. Invite a few children to share their stanzas in progress. Allow for further time to work at the Writing Station for the remainder of the week.
Closing 1 minute	<i>Today we looked at a poem and some photographs to think about what sand dunes are and how we can protect the land in sandy places. Now you have started constructing your own stanzas about erosion by wind!</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how and why. R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase. 2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). 2.T2.4. Explain and describe human interaction with the physical world (the environment). 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. SEL. Social Awareness
Ongoing assessment	Notice how children respond to the poetic language and images. Pay attention to the connections they make to content. How do children explain what they are reading and observing? Do they describe what a sand dune is? Can they explain how land is protected by planting on sand dunes? Collect children’s writing and make notes about how they express their understanding about erosion by wind through the vehicle of a poem. Use these notes on poem writing to inform planning for the autobiographical poem unit in Unit 3.