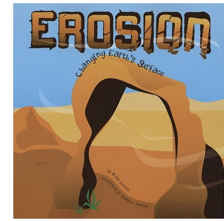


Unit 2: The Forces of Wind and Water

WEEK 5 Day 3



Text Talk

Erosion: Changing Earth's Surface

pages 4, 16-17

Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
Weekly Question	How can wind change land, and why does it matter?
Content Objectives	In discussion and writing, I can explain wind erosion by using key details from a book and from photographs. (R.4.2, 2-ESS2-4(MA), W.1.2.b) I can ask questions about wind erosion. (R.4.2)
Language Objectives	I can refer to details from texts to discuss erosion by wind. (SL.2.2.a) I can determine the meaning of new words and phrases by using the information in a book and in photographs. (L.4)
Vocabulary	* batter: to constantly beat against erosion: when soil and landforms are worn away by water and wind, and the soil is carried to another place force: power, energy or strength sandblasting: painters use blasts of sand to remove paint and dirt from walls wear away: over time, to lessen (*wear, Weeks 1 and 3) whipping: a sudden force, like with a whip
Materials and Preparation	• <i>Erosion: Changing Earth's Surface</i>, Robin Koontz • Arches slides • projector and screen • Text Talk notebooks and pencils

	On the whiteboard, write: What do you notice in the photographs? How does wind cause erosion? What questions do you have about wind erosion?
Opening 1 minute	Set a purpose for reading. <i>For today's Text Talk, we will think more about the weekly question: How can wind change the land, and why is it important? We will read a part of Erosion: Changing Earth's Surface and look at some photographs. Using new words and phrases, we will explain wind erosion based on details from different texts.</i> <i>We will take some Note Breaks today to record both responses to the book and photos and questions you still have.</i> Distribute pencils and notebooks.
Text and Discussion 20 minutes page 4	<i>First, let's reread the first page of this book.</i> Discuss the text's definition of erosion.
Table of contents	Turn to the table of contents. <i>We've discussed the importance of a table of contents. Remember that a table of contents lists headings to define sections of the book. This helps readers to organize their reading and thinking. We will read the section titled "Whipping Wind." What page should I turn to?</i> Model finding the topic in the contents and turning to the page. Read the title. <i>What does "whipping" mean here?</i> Add to the children's definition as needed to clarify. Take a Note Break. <i>Write and draw what you think about the phrase "whipping wind."</i>
page 16	Read the rest of the passage, defining "force," "batter," and "wear away." Again, invite children to first offer their definitions, and then clarify as needed.
page 17	Show the illustration on page 17. Take a Note Break. <i>Write and draw your idea about what this is and how it got there. Then, write a question you have about this image.</i>

	When children have finished writing, invite them to share their writing with a partner. Do not offer any additional information yet.
slides	<i>Let's take a look at three photographs from a place called Arches National Park, in the state of Utah. First, we'll look and think silently.</i> Allow time for children to look at and think about the slides one at a time.
page 16	Return to and read page 16 in <i>Erosion: Changing Earth's Surface</i> .
Key Activity 14 minutes	Show the slides again. Refer to the questions on the board. <i>This time as you look at the photographs, write your responses to these questions in your Text Talk notebooks:</i> • <i>What do you notice in the photographs?</i> • <i>How does wind cause erosion?</i> • <i>What questions do you have about wind erosion?</i> Show the slides slowly, one at a time, cycling through as many times as helpful to children as they write in their notebooks. After about seven minutes, facilitate a whole group discussion. Invite a few children to share ideas from their notebooks, and encourage children to use the "Me, too" signal and the established discussion prompts.
Closing 5 minutes	<i>We gained information from a text and from photographs. From these details in these texts, we were able to explain wind erosion using new vocabulary and phrases. What might we add to our Weekly Question Chart?</i> Add to the Weekly Question Chart as appropriate.
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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-level content. 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	Collect or take note of children's responses in their Text Talk notebooks.

	Are they looking carefully at and citing information from the photographs and the book? Are they answering and asking questions? Are they using new words and phrases accurately? Listen in to the discussions. How are children listening and responding to each other's ideas?
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Notes