

Unit 2: The Forces of Wind and Water



WEEK 5 Day 1

Text Talk

“Hurricanes” (informational text)

Note: This text-based lesson is only 15 minutes long; the remainder of the time is used to introduce and begin the Mid-Unit Assessment.

Big Ideas	Wind and water can change the shape of the land. The changing shape of the land impacts people. Changes happen over time.
Weekly Question	How can wind change land, and why does it matter?
Content Objective	I can identify the main topic and supporting details in a text about hurricanes. (R.5.2.b) I can determine the meaning of words in a text on hurricanes. (R.7.2.b)
Language Objectives	I can discuss specific ideas and reasons with my peers using content-related vocabulary. (SL.1.2.c, L.6.2.a)
Vocabulary	* approach (n): a way of doing or dealing with something chaos : complete disorder extreme : very strong havoc : destruction hurricane : an intense tropical storm restore : to return to the way something was before
Materials and Preparation	See Stations to review the Mid-Unit Assessment guidance. • “Hurricanes” informational text, copy for each child • dark colored marker • chart paper, two pieces Prepare the following chart, Slowing and Preventing Erosion, with at least half of the space left empty for work in Week 7.

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	Slowing and Preventing Erosion Approach: Reason: Example(s): Prepare the week's Weekly Question Chart. On the whiteboard, write: According to this text, what does <u>restore</u> mean? A. put away B. return to the way something was before C. find a shell at the beach
Opening 1 minute	Introduce the text. <i>Today we are going to read a short informational text about hurricanes. You can read along with me.</i> Distribute the texts, and set a purpose for reading. <i>As we read, we'll find the main topic and some details about hurricanes. We will also explain some important vocabulary about the topic.</i>
Text and Discussion 7 minutes paragraph 1	Chorally read paragraph one. <i>Turn to a partner. What are hurricanes? What do they do?</i> After children turn and talk, reinforce and clarify understandings. <i>Hurricanes are extreme weather events made up of wind and rain. An extreme weather event is a time when the weather is very wild, out of the ordinary, and can wreak havoc, or be destructive. Hurricanes can cause fast erosion, damaging the land and parts of communities.</i>
paragraphs 2 and 3	Echo read paragraphs 2 and 3. <i>According to this text, what does "restore" mean?</i> Refer to the whiteboard and read each choice slowly. A. put away B. return to the way something was before

	<i>C. find a shell at the beach</i> Discuss what language in the text helped determine the correct answer. [For example: rebuild, replace, have been destroyed]
Slowing and Preventing Erosion Chart 4 minutes	Introduce a new Slowing and Preventing Erosion chart. <i>Planting is an approach to slowing or preventing erosion. How does that work? Plants' roots keep soil in place.</i> Next to "Approach" write Planting. <i>This next line is where we will write a specific example of planting. In a rain garden, the soil absorbs rain water so it doesn't run to other areas where it causes damage. The rain soaks right into the ground.</i> Under "Examples" write "planting rain gardens where there are hurricanes".
Closing 1 minute	<i>Today we read about how the water and wind of a hurricane can affect a community. This week, we will think more about how wind can change land and why this is important.</i>
Weekly Question Chart 2 minutes	Introduce the Weekly Question Chart. <i>Throughout this week, we will be asking and answering this question: How can wind change land, and why does it matter? We will record our ideas here.</i> <i>Today we learned that extreme winds from hurricanes can damage the land and communities through fast erosion. Let's add this to our chart: Hurricanes can damage the land.</i> Record. <i>We can add more to our chart during the week.</i>
Standards	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. SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion. 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).
Ongoing assessment	Listen and take notes as children engage in conversations about content. Do they identify the main topic and supporting details? Can they define key words?

Notes