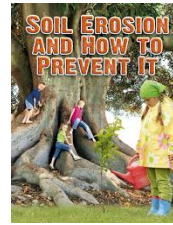


Unit 2: The Forces of Wind and Water

WEEK 5 Day 2



Text Talk

Soil Erosion and How to Prevent It, pages 12-13
and
How Do Wind and Water Change Earth? pages 6-9

Big Idea	Wind and water 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 from two books to describe my understanding of erosion by wind. (R.4.2, R.11.2.c, R.11.2.d, 2-ESS2-4(MA)) With a partner, I can annotate and gather details to respond to a question. (SL.2.2.b)
Language Objective	I can share my thinking with a peer and support my ideas with specific details from the text. (SL.2.1b)
SEL Objective	I can communicate effectively and evaluate the text with my partner. (Relationship Skills, Decision Making)
Vocabulary	boulder: a large rock or stone distance: the amount of space between two things * grind: to crush or make by crushing into very small pieces or a powder * particle: a tiny amount or piece region: a separate part of land * weathering: changes produced by exposure to weather
Materials and Preparation	• <i>Soil Erosion and How to Prevent It</i>, Natalie Hyde, for reference • <i>Soil Erosion and How to Prevent It</i> excerpt (pages 12-13) slides • projector and screen • <i>How Do Wind and Water Change Earth?</i> Natalie Hyde, for

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	reference • <i>How Do Wind and Water Change Earth?</i> excerpt (pages 6-9), one copy for each pair of children • <i>How Do Wind and Water Change Earth?</i> Partner Read and Discussion sheet, one copy for each child • pencils • Annotations Chart, from Week 2, Day 3 If children seem ready—if they use underlining and the question mark with some facility—add the exclamation point to the chart, as below. <table border="1"> <thead> <tr> <th colspan="2">Annotations</th></tr> <tr> <th>Mark</th><th>What it means</th></tr> </thead> <tbody> <tr> <td><u>Underline</u></td><td>key details related to a question or idea</td></tr> <tr> <td>?</td><td>Something I don't understand or I'm wondering</td></tr> <tr> <td>!</td><td>a surprising event or idea</td></tr> </tbody> </table> Children will read with partners. Plan partners strategically, based on children's individual needs.	Annotations		Mark	What it means	<u>Underline</u>	key details related to a question or idea	?	Something I don't understand or I'm wondering	!	a surprising event or idea
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Opening 1 minute	Set a purpose for reading. <i>Today we're going to think more about our weekly question: How can wind change land? We will look at two books together: Soil Erosion and How to Prevent It and How Do Wind and Water Change Earth? We will think about the information presented in each text and compare the most important points.</i>										
Text and Discussion <i>Soil Erosion and How to Prevent It</i> 8 minutes slide 3	Read the first paragraph, "Wind and Ice." <i>After reading this paragraph, what do you understand about how wind can change the land?</i> Highlight words children have learned in previous lessons, such as "particle" (Week 3, Day 3 Text Talk; also a Week 5 Weekly Word).										
slide 4	Continue reading with the section "Blowing Away." Model thinking aloud. <i>The text reads, "It can carry its load over any landscape." This makes us think that what the wind picks up in a storm can be</i>										

	<i>carried anywhere. Dust storms caused by strong winds must be dangerous.</i>
slide 5	Skip “Ice Rivers” and “You Dig It;” read the section “Waves of Sand.” <i>Where in the picture are the sand dunes?</i> <i>Talk to your partner about one way that wind can change the land. Describe it with details from the text.</i>
<i>How do Wind and Water Change Earth?</i> 22 minutes	Have children arrange themselves in reading pairs. Distribute one excerpt and two Partner Read and Discussion sheets to each pair. <i>We’re going to continue reading about wind and erosion with a different text. You and your partner have discussion questions to guide your thinking as you are reading together.</i> As a whole group, read through the first page of the Partner Read and Discussion directions, including the guiding questions. (Children will use the second page in the next part of the lesson.) Refer to the Annotations chart. Remind children to annotate the excerpts by underlining key details, writing question marks next to things they wonder about or don’t understand, and writing exclamation points in the margins when something is really interesting or surprising (if children are ready for this step). Each child will annotate their own paper, sharing ideas with their partner. Preview tricky concepts and phrases, such as that warm air is lighter than cold air, and pieces of rock “wear away” at landforms. Send the children to read and discuss in pairs. Circulate to support reading, comprehension, and annotating. After about eighteen minutes, with children still seated with their partners, debrief as a group. Ask a few pairs to share some of their thinking using specific details from the text that support it. Allow time to answer questions and address misconceptions that arise.
Key Activity 8 minutes	Partner discussion. Refer to the back side of the sheet and preview the final discussion questions. <i>How did each of these texts help you understand wind erosion?</i>

	<i>What was different about them?</i> Send children to talk with their partners. Regroup and harvest ideas from the group.
Closing 1 minute	<i>Today we read about how wind erodes the land by looking at two books: Soil Erosion and How to Prevent It and How Do Wind and Water Change Earth? We considered the information presented in each text and compared the most important points. We did this by reading together and discussing with a partner.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how and why. R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic. SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. 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. Relationship Skills SEL. Decision Making
Ongoing assessment	Circulate while children are working in pairs. Observe their facility and comfort with reading the text with a partner. During discussions, note how children have made meaning of the first text and how they build understanding and apply it to reading the second text. What explicit connections do children make between the two texts? What topic-specific vocabulary are they using appropriately and with facility?