

Unit 2: The Forces of Wind and Water

WEEK 5

Stations

Stations overview table follows information for the Mid-Unit Assessment.

Mid-Unit Assessment
Materials and Preparation • Mid-Unit Assessment slide • projector and screen • Mid-Unit Assessment text and response sheet, one copy for each child • POP! Answering Multiple Choice Questions chart and/or half-sheets • Mid-Unit Assessment rubric In advance of the week, if useful, plan a schedule for each child to work at the Writing Station to complete the assessment.
Following an abbreviated Text Talk lesson (Day 1), teachers present the Mid-Unit Assessment to the whole group. The class reads, thinks, and talks together about an adapted excerpt from “Erosion! The Ever-changing Earth” by Robin Koontz. After the assessment is introduced, children continue to work on it independently at the Writing Station. Arrange the children in spaces around the classroom where they can comfortably write and see the projected slide. Distribute the assessment. Show the image on the slide, and read the excerpt aloud so children can hear the text read fluently. Then have children read chorally or with a partner. Question 1 For Question 1, children use the photograph and text to determine the meaning of a word. Read the question, including the boxed text. Revisit the POP! Strategy for answering multiple choice questions. <i>This question has several possible answers for you to choose from. To choose your answer, do these things:</i> • <i>Reread the question.</i> • <i>Cross off any answer choices that don’t make sense.</i> • <i>Go back to the text to find evidence.</i> • <i>Select the answer that matches your thinking.</i>

Direct children to work independently to answer Question 1. Circulate to ensure that all children have answered the question before moving to Question 2.

Question 2.

For Question 2, children use the photograph and what they have learned about weather and erosion from the unit and the excerpt to write about what caused the rock formation. They include specific vocabulary words from the unit in their writing.

Read the question aloud.

This question asks you to look at the photograph and think about what you have learned about weathering and erosion both from the text and from other experiences in this study. You need to write your response carefully to include at least three of the vocabulary words listed here. As you include each word, cross it off so you can count and double check that you included at least three.

Read the question aloud a second time.

Turn and talk with your partner: what are the things you need to consider when answering this question?

Point out the space for drawing a picture to accompany writing.

Get children started, and then let them know that they can finish the assessment at the Writing Station this week.

Stations overview page follows.

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Station	Activities	Materials
Guided Independent Reading		individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	- audio recording and technology <i>I Know the River Loves Me</i> book - conversation prompts
Science Literacy	How can wind change the shape of land?	- Unit 2 Science and Engineering packets - colored pencils
Vocabulary	Choose 3!	Week 4 Weekly Words cards - Recording sheets - Choose 3! menu
	Talk About It: Describe what is happening on this open field. Why is this important?	Week 4 and Week 5 Weekly Words cards - Week 5 image, 2 copies cut apart - Week 5 sheets
Word Work (align skills with literacy program)	Marking short and long vowels and syllables	- Week 5 Read It, Write It, Mark It sheets - activity directions card
Writing	Mid-Unit Assessment, introduced on Day 1	- Mid-Unit Assessment sheets with text - POP! Answering Multiple Choice Questions chart and/or half-sheets
	Continued work from Text Talk Day 4: writing about erosion by wind	"Dunes" - Writing Station Response sheet