



WEEK 6 Day 2

Text Talk A Problem on Popham Beach (slides)

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. The changing shape of the land impacts people. Changes happen over time.
Guiding Questions	How do people interact with land?
Weekly Question	How do people interact with the land?
Content Objectives	I can explain the problem of erosion on Popham Beach. (SL.2.2.a) I can explain how maps and other images are an important part of understanding a text. (R.11.2c, R.11.2.d, 2.T1.1).
Language Objective	I can use content-specific vocabulary to describe what happens on Popham Beach over time. (L.6.2.a)
SEL Objectives	I can explain why Popham Beach is important. (Social Awareness)
Vocabulary	recommendation: suggestion preserve: to keep safe from harm or loss
Materials and Preparation	• A Problem on Popham Beach slides • projector and screen • Slowing and Preventing Erosion charts completed thus far Note: Only the Nile River/Barrier example is needed, but having all of the charts available gives the children the opportunity to select this one purposefully. • Examples of Approaches to Slowing and Preventing Erosion cards, cut apart • Gluestick • marker

Opening 2 minutes	<i>Today we will learn more about what is happening on Popham Beach.</i>
Text and Discussion (10 minutes) slide 2	<i>You have seen this photograph before. Thumbs up if you remember it. This photo was taken during the Winter months of Popham Beach in 2024. As we know, Popham Beach is an example of a place where wind and water are eroding the land.</i>
slide 3	<i>Here is the island from above.</i> Invite children to share their observations and connections.
slide 4	<i>Let's look at this photo again. What evidence do you see that erosion is happening here?</i> Children might remark that the shape of the land looks carved away by wind/storms, that the trees have fallen, that the dry land is exposed, dunes are missing, and that roots are exposed.
slide 5	<i>Does this photo give you any more information?</i> Children will be better able to see exposed, dangling roots, the curve/concave of the land, and layers of different kinds of soil. <i>We know that erosion is happening on Popham Beach and other Maine beaches. Sand movement, weather erosion, and water have had a very serious effect on Popham Beach, causing extreme shoreline change and dune erosion.</i>
Key Discussion 15 minutes slide 6	<i>What do you notice in this image?</i> Invite children's observations and wonderings. <i>Three different organizations: the Maine Department of Agriculture, Conservation and Forestry and Maine Geological Survey, tried this strategy in the Winter of 2024. They experimented with using old Christmas trees to slow down erosion.</i> <i>How might this strategy slow down erosion? Turn and talk to a partner.</i> Harvest responses. <i>The branches and pine needles trap sand.</i> With the children, select the chart that began with the Nile River barriers. Add Barrier: Trees on Popham Beach as an example on the chart. Glue on images with the captions "Trees on Popham Beach."
slide 7	<i>What do you enjoy about the beach? How is Popham Beach an amazing place for children and families?</i> Invite children to turn and talk.

slide 8	<i>Popham Beach recently spent funds on a new public building, a bathroom and changing room. However, erosion is threatening to wash it away from the area.</i>
	<i>Erosion carved away so much land that now the bath-house is in trouble! In this photo, the water was only 25 feet away from the new bathhouse. Popham was worried that the bathhouse was going to collapse into the water.</i> <i>What do you think about this?</i> Invite 2-3 responses. Think, Pair, Share. <i>What are your ideas to help slow down the erosion in this area?</i> Elicit a few responses. Highlight connections to previous conversations.
Closing (2 minutes)	<i>Popham Beach is a place where people have intervened with nature—they do something to change what is already happening in the environment. We have already started setting up experiments that can give us some information about erosion on an island like Popham. This week, we'll experiment, and then we'll make a recommendation, or suggestion, about what people could do next to try to slow the erosion there and preserve, or save, this important place.</i> <i>We'll be working on our recommendation for the next few weeks, and then we will share it with other second graders to see what ideas they have.</i>
Standards	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.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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). Social Studies 2. Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons). (H)
Ongoing	Evaluate children's investment in responding to erosion on Popham Beach,

assessment	based on their conversations. Notice how fluidly children use content-specific vocabulary to discuss erosion and approaches to erosion, maps and other representations of place. How do children discuss erosion and possible approaches to it? How easily do children make a connection between the barriers at the Nile River delta and the barriers constructed on Popham Beach?
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