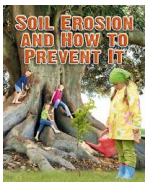


Unit 2: The Forces of Wind and Water

WEEK 6 At a Glance

Weekly Question: How do people interact with the land?		
Texts    	Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>determine, expose, interact, preserve, remove, shape (v), soak, uninhabited</i> Day 3: General Nouns Day 4: General Nouns Day 5: Answering a Weekly Question	
	Text Talk Day 1: teacher choice for text Day 2: A Problem on Popham Beach Day 3: <i>Erosion: Changing Earth's Surface</i> and <i>Soil Erosion and How to Prevent It</i> Day 4: "What Can Grass Do?" (slides) Day 5: <i>Soil Erosion and How to Prevent It</i>	
	Stations Guided Independent Reading Listening & Speaking: Listen & Respond (<i>How Do Wind and Water Change Earth?</i>) Science Literacy: How did water and wind change my quadrant? Vocabulary: Choose 3!, Talk About It Word Work: choose from activities Writing: follows from Text Talk Days 1 and 3	
	Science and Engineering (2 days) Lesson 1: Quadrat Study 4 Lesson 2: Testing Approaches to Slowing and Preventing Erosion: Barriers and Planting	Studios: Popham Beach Project Children use materials to begin to explore their ideas about slowing erosion. Specific work in studios will depend on projects taken on by individuals and small groups.
Writing: Explanation Day 1: Feedback and Revision: Explanation Steps Day 2: Deconstruction and Revision: Verbs Day 3: Deconstruction and Revision: Nouns and Adjectives Day 4: Individual Construction: Completing Captions and Phenomenon Statement Day 5: Individual Construction		

At a Glance U2 W6