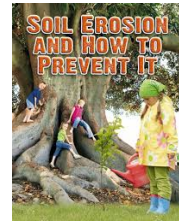
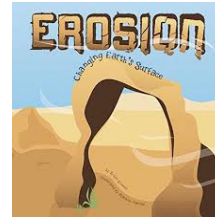


Unit 2: The Forces of Wind and Water

WEEK 6 Day 3



Text Talk

Erosion: Changing Earth's Surface (pages 18-19)
and
Soil Erosion and How to Prevent It (page 16)

Big Idea	Wind and water can change the shape of the land.
Weekly Question	How do people interact with the land?
Content Objective	I can gather key details to describe how humans cause fast erosion. (R.4.2, R.6.2.b, 2.T2.4)
Language Objective	I can discuss erosion caused by humans and compare this to natural erosion. (SL.1.2)
SEL Objective	I can evaluate the consequences of human actions on erosion. (Decision Making)
Vocabulary	cause: to make happen (*Week 1) century: one hundred years clogged: blocked dam: a barrier constructed to hold back water erode: to gradually wear away irrigation: the supply of water to land or crops deposition: when particles of soil and rocks settle in a new location (*Week 4, refer to deposit: to place or put down) positive: good or useful * remove: take away sediment: mud with minerals and rocks in it (*Week 4) * shape: to give form to something

Text Talk U2 W6 D3

	* soak: to make completely wet						
Materials and Preparation	• <i>Erosion: Changing Earth's Surface</i>, Robin Koontz • <i>Soil Erosion and How to Prevent It</i>, Natalie Hyde • Comparing Erosion slides • projector and screen • Comparing Erosion text excerpts, one copy per child • chart paper Create the chart, Comparing Erosion. <table border="1"> <thead> <tr> <th colspan="2">Comparing Erosion</th></tr> <tr> <th>Effects of Natural Erosion</th><th>Effects of Erosion Caused by Humans</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> </tbody> </table> On the whiteboard, write: Why is the heading, "All Choked up?" important? What does it tell readers? How does the river get "choked up," and what do people have to do with it? Why is it a problem for the river to get clogged with sediment?	Comparing Erosion		Effects of Natural Erosion	Effects of Erosion Caused by Humans		
Comparing Erosion							
Effects of Natural Erosion	Effects of Erosion Caused by Humans						
Opening 1 minute	<i>For the past few weeks we've been learning about natural erosion and how wind and water change the land. This is the kind of erosion that usually takes many years to happen. Most of this natural erosion has a positive effect on our land.</i> Set a purpose for reading. <i>But sometimes, erosion happens much more quickly and the effect is not so positive. We will read chapters from two texts about erosion: <i>Erosion: Changing Earth's Surface</i> by Robin Koontz and <i>Soil Erosion and How to Prevent It</i> by Natalie Hyde [show the books]. While we read, we'll fill in this chart to compare erosion that</i>						

	<i>happens naturally to erosion that is caused by humans.</i>
Text and Discussion 21 minutes <i>Erosion: Changing Earth's Surface</i> page 18, paragraph 1	Distribute Comparing Erosion text excerpts, and project the slides. Read the heading and paragraph. <i>Sometimes nature speeds up erosion, and then dangerous things can happen, such as hurricanes and landslides.</i> Direct children's attention to the Comparing Erosion chart. <i>What are some of the effects of natural erosion?</i> Record children's ideas on the left hand side of the chart ("...Natural Erosion"). Encourage children both to cite evidence from the text and to think about some of the other effects previously encountered in other texts and images. Be sure the list includes fertile floodplains and the natural beauty of rock formations.
page 18, paragraph 2	<i>The author, Robin Koontz, mentions several things people do that speed up erosion, which can be dangerous. What are the examples that Robin Koontz provides?</i> Elicit a list of human actions. If children do not name them, be sure to mention that people cut down trees, cut away mountains, stop rivers with dams, and let cattle eat all of the grass. <i>Turn and talk to a partner. Pick one human action that speeds up erosion. What is it? How does this action speed up erosion? Why is this important?</i> After children turn and talk, record ideas on the right hand side of the chart (... Caused by Humans").
page 19	<i>This paragraph talks about a time when farmers over-plowed the land, removing important plants and grasses. This caused some dangerous, fast erosion in the 1930s. We will talk a little bit more about this tomorrow during Text Talk.</i> <i>What is an effect of erosion that is caused by humans that we can add to the list? Children may include "soil being blown away."</i>
<i>Soil Erosion and How to Prevent It</i> page 16, paragraph 1	Define deposition , connecting it to children's knowledge of the word "deposit." <i>Where can we add deposition to our chart—effects of natural erosion, or caused by humans? Why?</i> Invite a couple of children to share their rationale.

	<i>What are some ways humans can make erosion worse?</i> Support children in citing evidence from the text. <i>Let's keep reading to see more effects of erosion caused by humans.</i>
page 16 paragraph 2	Read the paragraph titled "All Choked Up." <i>This is another example of erosion caused by humans. Now that we've read the paragraph once, let's listen closely so that we can explain what happens in the Mississippi River Delta.</i> Read "All Choked Up" again. Facilitate a whole group discussion guided by the questions on the board. <i>Why is the heading, "All Choked up?" important? What does it tell readers?</i> <i>How does the river get "choked up" and what do humans have to do with it?</i> <i>Why is it a problem for the river to get clogged with sediment?</i> <i>What can we add to the chart listing effects of erosion caused by humans? [rivers clogging]</i>
Key Activity 17 minutes	Refer to the chart. <i>Now that we've explored these specific examples of erosion, let's think about how erosion caused by humans is different from natural erosion.</i> Distribute writing sheets. Read the prompt aloud, and then invite children to read it chorally. Remind children to cite details from the text in their responses, and send them to write. As children write, circulate to identify how children are responding to the prompt and provide support as needed. After about 14 minutes, gather children back in the whole group. Solicit their ideas and add to the chart. <i>Something we might add to the "Natural Erosion" side of our chart is that erosion is slower when trees and plants protect the land.</i> <i>On the "Caused by Humans" side we can add that when humans remove trees and plants from the environment, the land is more likely to change.</i>
Closing	<i>Today we considered how we, humans, affect erosion. Tomorrow</i>

1 minute	<i>we will think more about a strategy to slow or prevent erosion.</i>
Standards (Boston)	R.4.2 Ask and answer questions about who, what, when, where, how, and why. R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.T2.4 Explain and describe human interaction with the physical world (the environment). SEL.Decision Making
Ongoing assessment	As children listen and discuss, note: - Do children use evidence from the text to identify the effects of natural erosion? - Do children use evidence from the text to identify the effects of erosion caused by humans? - Do children engage in whole group and small group discussions about erosion? Make notes about misconceptions children have, taking time to address these. Review children's writing. - Do they identify and cite relevant details from the text? - How effectively do they communicate their ideas in writing and drawing?

Notes
