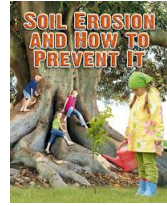


Unit 2: The Forces of Wind and Water

WEEK 6 Day 5



Text Talk

Soil Erosion and How to Prevent It (pages 24-25)

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 describe the author's message in an informational text. (R.5.2.a, R.9.2.b)
Language Objective	I can discuss my ideas in partner and large group conversations. (SL.1.2)
SEL Objective	In discussions with classmates, I can express my ideas thoughtfully and consider the ideas of others. (Relationship Skills)
Vocabulary	* determine: to come to a conclusion erosion: wearing away and reshaping of land floodwall: a barrier built to prevent flooding nutrient: something that helps people, animals, and plants live and grow (*Week 2) levee: a long wall of soil, built to prevent flooding
Materials and Preparation	• <i>Soil Erosion And How to Prevent It</i>, Natalie Hyde Flag pages 24-25. • Slowing and Preventing Erosion chart with Approach: Planting • chart paper Prepare a new Slowing and Preventing Erosion chart, if not done previously, with at least half of the space left empty for work in Week 7. • Examples of Approaches to Slowing and Preventing Erosion cards, from Day 2: three examples of walls • glue stick

Text Talk U2 W6 D5

	On the whiteboard, write: What key points does Natalie Hyde make in this paragraph? What are some ways that humans can prevent soil erosion? Children will work with partners. Plan partners strategically, based on children’s individual needs.
Opening 4 minutes	Set a purpose for reading. <i>We’ve been reading lots of informational text to help us learn about erosion and how water and wind change the land. Today we will read one more chapter in Soil Erosion And How to Prevent It and determine what Natalie Hyde wants to communicate. This chapter is titled “Stop It.” What do you think the author wants to stop?</i> Highlight aspects of children’s thinking that draw on previous Science and Engineering and Text Talk lessons and experiences in Studios. Read the first paragraph, in bold, on page 24. Consider the author’s purpose. <i>In informational texts, authors sometimes express their opinions about a topic. Turn and talk to a classmate. Based on the title of the chapter, “Stop It,” and the introductory paragraph, what do you think is the author’s opinion about humans and soil erosion?</i> <i>As we continue reading this chapter, we’ll identify the key points Natalie Hyde makes to communicate her message.</i>
Text and Discussion 7 minutes page 24	Preview vocabulary. <i>There is a new word in the next paragraph, in bold type. A levee is a barrier, such as a wall, constructed to stop the flow of water.</i> Read the paragraph titled “Balancing Act.” <i>One of Natalie Hyde’s main points in this paragraph is that people need to allow some flooding to happen because flooding is a natural way to nourish the land. We know this because the text says, “People need to...” The author is emphasizing that humans must help nature keep its balance.</i> <i>Turn and talk to a partner. What is another point that Natalie Hyde makes in this paragraph?</i> Harvest a few ideas, highlighting that humans need to try to protect floodplains.

page 25	Read the subheading and paragraph, “Holding Back Water.” <i>This is confusing. The subheading reads, “Holding back water,” but the paragraph and the photograph seem to be describing a way to hold the land in place. This is one way to slow down erosion. Let’s make a new chart for this idea.</i>
Introduce Slowing and Preventing Erosion Chart 10 minutes	Introduce a new Slowing and Preventing Erosion chart. <i>This text introduces another approach to erosion: holding the soil in place using rocks. In this photograph, the rocks form a kind of wall. The water can still crash against the land, but the rocks keep the land from being washed away.</i> Record this idea next to “Approach:” building a wall. <i>Why is there a wall here?</i> <i>We’ll write “to keep the land in place” on the next line, “Reason.”</i> Record. <i>This next line is where we will write the specific example of building a wall of rocks. The caption tells us that this sea wall is in Chesapeake Bay. That’s in Maryland, in the United States, very close to Washington, DC.</i> Indicate the location on the map. <i>Turn and talk: What other kinds of materials might work to make a wall to hold land in place? Think about what you know about materials and their properties.</i> <i>Here are a couple more images that show us other materials that can be used to create a wall to hold the land in place.</i> Add these to the chart: “Wall: dunes on Cape Cod, Massachusetts” and “Wall: levee in New Orleans, Louisiana.”
Text and Discussion 8 minutes page 25	<i>Let’s return to reading.</i> Read “Limited Use.” <i>As I read this a second time, think about the heading and details.</i> Reread the paragraph. Refer to the questions on the board. <i>Now, turn to a partner and talk for a moment:</i> <i>What key points does Natalie Hyde make in this paragraph?</i> <i>What are some ways that humans can prevent soil erosion?</i> <i>Make sure both partners have a chance to talk.</i> Bring children’s attention back to the whole group. Invite several children to share their partner conversations, encouraging them to cite specific

	evidence from the paragraph. <i>What's the main point that Natalie Hyde wants to communicate in this paragraph? How do you know?</i>										
Key Discussion and Activity 10 minutes	Think, Pair, Share. <i>Think about all the information we read on these two pages. What does Natalie Hyde want us to learn here?</i> Refer to the Slowing and Preventing Erosion chart (Planting). <i>This text suggests an approach to erosion that we have discussed already: planting to keep soil in place. Let's add this example to our chart.</i> <i>Notice that the text doesn't tell us specifically where this is happening; in explanations, as we are learning in Writing, the nouns are general. We'll just record the title of the book and page number so we remember where we saw it when we look back later.</i> Elicit information from the children to record. At the close of this lesson, the chart may look something like this: <table> <tr> <th colspan="2">Slowing and Preventing Erosion</th></tr> <tr> <td>Approach:</td><td><i>planting</i></td></tr> <tr> <td>Reason:</td><td><i>to keep the soil in place</i></td></tr> <tr> <td>Example(s):</td><td><i>planting</i></td></tr> <tr> <td></td><td> - <i>Cape Cod - beach</i> - <i>North Dakota - prairie</i> - <i>Vietnam - farm</i> - <i>Kenya - farm</i> - <i>Marram grass on a beach</i> - <i><u>Soil Erosion and How to Prevent It</u>, page 25</i> </td></tr> </table>	Slowing and Preventing Erosion		Approach:	<i>planting</i>	Reason:	<i>to keep the soil in place</i>	Example(s):	<i>planting</i>		- <i>Cape Cod - beach</i> - <i>North Dakota - prairie</i> - <i>Vietnam - farm</i> - <i>Kenya - farm</i> - <i>Marram grass on a beach</i> - <i><u>Soil Erosion and How to Prevent It</u>, page 25</i>
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Closing 1 minutes	Revisit the Weekly Question. <i>What have you come to understand about how people interact with land?</i> <i>What connections can you identify to our classroom experiences?</i> <i>What questions do you have?</i>										
Standards	R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.										

	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 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. SEL.Relationship Skills
Ongoing assessment	As children contribute to the whole group, consider: - Do children determine the main points and key details of a text? - Do children describe what the author is most trying to communicate? What strategies are children using? - Do children cite evidence from the text? During partner work, listen in. - Do children’s oral contributions include evidence from the text? - Do children draw from previous experience?

Notes
