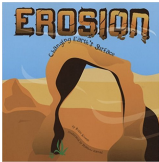
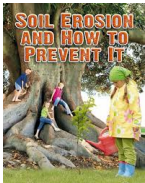
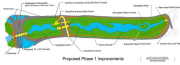


Unit 2: The Forces of Wind and Water

WEEK 7 At a Glance

Weekly Question: How can people prevent or slow erosion?		
Texts   	Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>evaluate, intervene, propose, protect, recommend, recommendation, respond, restore</i> Day 3: Shades of Meaning: Verbs Day 4: Shades of Meaning: Verbs Day 5: Making New Words	
	Text Talk Day 1: <i>Erosion: Changing Earth's Surface</i> and <i>Soil Erosion and How to Prevent It</i> Day 2: The Muddy River (slides) Day 3: Taking a Stand (slides) Day 4: Taking a Stand (discussion) Day 5: Choosing a Recommendation for Popham Beach	
	Stations Guided Independent Reading	
	Listening & Speaking: Listen & Respond (What Can Grass Do? slides) Science Literacy: How do scientists and engineers work together to solve problems (like slowing or preventing erosion)? Vocabulary: Choose 3!, Talk About It Word Work: select from activities Writing: follows from Text Talk Days 1 and 3	
	Science and Engineering (4 days) Lessons 1 & 2: Testing Approaches to Slowing and Preventing Erosion: Walls, Windbreaks, and Terracing Lesson 3: Presenting Investigations about Slowing and Preventing Erosion Lesson 4: Testing Approaches to Slowing and Preventing Erosion: Walls, Windbreaks, and Terracing	Studios: Continue from previous week. Children plan and record next steps for erosion investigations.
Writing: Explanation Days 1-4: Individual Construction; Thinking and Feedback; Explanation Assessment; Individual/Small Group/Whole Group instruction Day 5: Peer-to-Peer Feedback		

At a Glance U2 W7