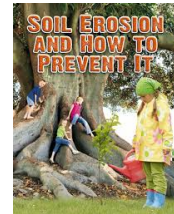
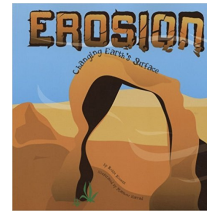


Unit 2: The Forces of Wind and Water

WEEK 7 Day 1



Text Talk

Erosion: Changing Earth's Surface (pages 20-21)
and
Soil Erosion and How to Prevent It (page 26)

Big Ideas	The changing shape of the land impacts people. Changes happen over time.
Weekly Question	How can people prevent or slow erosion?
Content Objectives	I can ask and answer questions to help clarify key details in a text. (R.4.2) I can describe some ways that people can slow or prevent erosion. (2.T2.4)
Language Objective	I can describe key ideas or details from a text read aloud. (SL.2.2.a)
Vocabulary	windbreak: a row of trees or a fence, wall, or screen that provides protection from the wind terracing: sloping land that has been formed into a number of level flat areas resembling steps
Materials and Preparation	• <i>Erosion: Changing Earth's Surface</i>, Robin Koontz • <i>Soil Erosion And How to Prevent It</i>, Natalie Hyde • Terracing and Windbreaks slides • projector and screen • chart paper, three pieces Prepare the Weekly Question Chart. Prepare two Slowing and Preventing Erosion charts, with at least half of the space left empty for work in Week 7, if not already prepared. • Examples of Approaches to Slowing and Preventing Erosion cards, from Week 6, Day 2: the two Windbreak and three Terracing

Text Talk U2 W7 D1

	examples ● glue stick
Opening 2 minutes	Refer to the Slowing and Preventing Erosion charts from previous days. <i>We have started discussing ways in which people might slow or prevent erosion.</i> Set a purpose for reading. <i>Today's Text Talk highlights two different approaches to slowing or preventing erosion. Both involve planting, and both work to keep soil in place. But they are a bit different from our other examples about planting.</i> <i>As we read and look at images, we will ask and answer questions about key details to learn about these approaches.</i>
Text and Discussion 20 minutes <i>Erosion: Changing Earth's Surface</i> page 20	Begin with <i>Erosion: Changing Earth's Surface</i>. Read the first paragraph on page 20. Introduce vocabulary. <i>Farmers plant trees to block the wind. This is known as a windbreak. The trees provide protection from the wind by creating a sort of wall. The wind can go through the trees, of course, but not as much wind or as strongly as if the trees were not there. What else besides trees might work as a windbreak?</i> Harvest a few ideas. If children do not suggest it, add that some farmers might install fences or walls as windbreaks, as well.
page 20	Read the first paragraph on page 20 once more. <i>Farmers plant seeds in strips. Let's stop here and ask ourselves, What does this word, "strips," mean?</i> Give children a moment to respond. <i>Strips are long, narrow pieces. The illustration here helps clarify this [point to the strips of seedlings]. It's important to pay attention to the words <u>and</u> to the illustrations to understand the meaning of the text.</i> <i>Why might planting in strips be beneficial for slowing or preventing erosion?</i>
pages 20-21	Finish reading pages 20 and 21. <i>Turn to a partner. Let's review key details of what we have read. What are some strategies people use to slow down erosion?</i>
<i>Soil Erosion and How to Prevent It</i>	Turn to <i>Soil Erosion And How to Prevent It</i>. Read page 26 aloud. <i>This question will show what we understand from the text: What is plowing? Turn to a partner to share your ideas.</i>

page 26	<i>Now turn to a new partner. What is special about plowing when farmers use terracing?</i>
Windbreaks and Terracing slides slide 2	Show slide 2. <i>This photograph by Dorothea Lange probably looks familiar to you. What do you remember about it?</i>
slide 3	Show slide 3. <i>This photograph was taken in the same time period, by a different photographer.</i> Read the sign. Allow quiet time for children to look at the photograph. <i>Turn and talk about your thoughts and guesses about this photograph.</i> Click on the slide to bring up the caption. Read it, encourage children to make connections, and offer clarification. <i>This sign was put up to warn farmers about erosion in Texas and to persuade them to use terracing.</i>
slides 4-7	Show the slides, reading captions and pausing for children to make connections and ask questions.
slides 8-9	Show slides 8 and 9. <i>Here are some images of windbreaks. How do you think the windbreaks in these images are working? How do the photographs help you understand windbreaks?</i>
Key Activity and Discussion: Slowing and Preventing Erosion Charts 15 minutes	<i>Our reading today highlights two different approaches to erosion.</i> Introduce the first new Slowing and Preventing Erosion chart. <i>Windbreaks keep the soil in flat areas in place by interrupting the wind.</i> Record this idea next to “Approach:” windbreaks. <i>Why are these trees planted in a line?</i> <i>We’ll write that on the next line, “Reason:” to break, or interrupt the wind over flat land.</i> Record. <i>This next line is where we will write the specific example of a windbreak made of trees.</i> Turn back to <i>Erosion: Changing Earth’s Surface</i> , page 20. <i>Since the text doesn’t tell us where this example is from, we’ll just record the title of the book and page number, so we remember</i>

	<i>where we saw it when we look back later.</i> <i>Do the slides give us more specific information? Let's look.</i> Show slides 7 and 8 again. Use the captions to identify the specific places where these windbreaks are found, and then affix the two cards with examples of windbreaks to the chart. Turn to and, with children's input, complete the next Slowing and Preventing Erosion chart. <i>Terracing keeps soil on slopes in place by preventing running water from washing plants away, down the slope.</i> Record this idea next to "Approach:" Terracing. <i>Why are farmers using terracing in this approach?</i> Return to slide 2 as a reminder, and record on the line, "Reason." Record examples from text and slides, with the cards with examples of terracing.
Writing Station Response 1 minute	Introduce the Writing Station Response. <i>This week at the Writing Station, you will describe how terracing is working in an image.</i> Show the Writing Station Response sheet. <i>Let's read the prompt together and answer any questions you might have. Look at the image. How do you think the terracing in this place is helping slow or prevent erosion? Give examples of how the picture and texts we read today support your reasoning.</i> Read the entire prompt aloud. Then read it a second time, inviting the children to read along. Clarify children's questions about the prompt.
Closing 1 minute	<i>Today we read and looked at images, asking and answering questions to learn about two approaches to slowing and preventing erosion: terracing and windbreaks.</i>
Weekly Question Chart 2 minutes	Begin the Weekly Question Chart. <i>Throughout this week, we will be asking and answering this question: How can people prevent or slow erosion? We will record our ideas here.</i> <i>In the book and slides today we learned about weathering and windbreaks and how they can slow erosion. Let's add this to our chart: Terracing keeps soil in place and this can slow erosion.</i> Record this idea to model how the Weekly Question Charts will be used. <i>We can add more to our chart during the week.</i>

