

Unit 2: The Forces of Wind and Water

WEEK 7 Day 3

Text Talk Taking a Stand (slides)

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	How can people prevent or slow erosion?
Content Objectives	I can determine the author's argument and identify the reasons she uses to support that argument. (R.10.2.a) I can determine the meaning of words in a text on erosion. (R.7.2.b)
Language Objective	I can discuss changing behavior as an approach to preventing or slowing erosion. (SL.1.2, 2-ESS2-1)
SEL Objective	I can evaluate and decide what I think about changing behavior in response to erosion. (Decision Making)
Vocabulary	approach (n): a way of doing or dealing with something (*Week 4) behavior : the way someone acts hazard : a source of danger * intervene : to become involved in something to change what happens * respond : to do something as a reaction to something else
Materials and Preparation	• Taking a Stand slides • projector and screen • United States or world map • "Do Nothing" informational text and question sheet, one copy for each child • writing tools • chart paper Prepare the following chart.

	<table border="1"> <tr> <th colspan="2">How should we respond to erosion?</th></tr> <tr> <th>Try to change nature</th><th>Change our behavior</th></tr> <tr> <td></td><td></td></tr> </table> On the whiteboard, write the questions on the sheet: What is the author’s argument? What reasons support the author’s argument? What does shapes mean, in the sentence, “Erosion changes and shapes the coast.”? A. triangles, squares, and circles B. different types of bodies C. changes the way the land is formed	How should we respond to erosion?		Try to change nature	Change our behavior		
How should we respond to erosion?							
Try to change nature	Change our behavior						
Opening slide 2 5 minutes	<i>Yesterday we learned about a river in the city of Boston, the Muddy River. There are a few things I didn’t tell you. What engineers and workers have done at the Muddy River has made the water cleaner and the city more beautiful. At the same time, it is a huge, long, complicated, and expensive project. For example:</i> <i>The section of the river where work is being done is about three and a half miles through the city. That has impacted people’s lives by creating more traffic while roads are closed to do the work.</i> <i>The project has taken almost five years so far.</i> <i>And if all of the plans are completed, it will cost over 90 million dollars. For this reason, the engineers are not sure if they will complete the project.</i>						
slide 3	<i>One more thing: This project needed to happen because, even though the river was fine on its own, once people built a city around it and forced parts of the river to go underground, flooding started.</i> Show slide 3.						
	Set a purpose for the day’s Text Talk. <i>Today we will read an informational text called “Do Nothing.” As we</i>						

	<i>read, we will determine the author’s argument and identify reasons the author gives to support that argument. Then, today and tomorrow, we will evaluate different approaches to slowing erosion. Should we intervene with nature? Should we change our own behavior? We will use evidence from information we have learned through texts and discussions to take a stand about what we should do.</i>
Text and Discussion 19 minutes	<i>We have been thinking a lot about the effects of erosion on landforms and communities and how people respond. On your own, you will read a short passage about another way to respond to erosion.</i> <i>As you read, annotate your reading. You can underline words or phrases you think are important and write question marks when there is something you wonder about or don’t understand.</i> Distribute copies of the text and questions and writing tools. As children read and annotate, support them in identifying key words and phrases to underline and in marking sections they are wondering about. After children have a few minutes to read and annotate, bring children’s attention back to the group. Echo read the prompts on the board and on their sheets. Then, have children respond to the prompts in writing. Bring the group back together. Facilitate a conversation to digest the reading together. <i>What did you find out while you were reading?</i> <i>What is the author’s argument? What reasons does she give to support her argument?</i> <i>What questions do you have?</i> Children may take more time to respond to this text at the Writing Station.
How should we respond to erosion? Chart 15 minutes	Show the chart. <i>Here is the question for today and tomorrow: How should we respond to erosion? We have two options. The first is “Try to change nature.” This is what we have been talking a lot about. When people plant grass or trees or build barriers to prevent or slow erosion, they are working to change nature so that they can continue to live and work in areas affected by erosion.</i> Write these approaches on the left side of the chart. <i>The second option is “Change our behavior.” Changing our behavior could include doing nothing—leaving eroded areas alone. It could</i>

	<i>also include not building in areas that are eroding, or moving out of these areas.</i> Write these approaches on the right side of the chart. <i>Let's look at some slides with examples of changing behavior.</i>
slide 4	<i>Moving a lighthouse is an example of changing behavior. Instead of trying to change the land, people moved the lighthouse away from the cliff—they changed what they were doing instead of changing the land.</i>
slide 5	<i>Remember this photo of a house on Plum Island? What if they had not built their house so close to the sea?</i> <i>In some areas where erosion is affecting people's homes in this way, they decide to build a house in a different place or to move away. This is another way of changing behavior.</i> Think, Pair, Share. <i>Why might we decide to change our behavior, rather than change nature?</i>
Closing 1 minute	<i>Tomorrow we are going to explore this question some more: How should we respond to erosion? You will choose one option—we should change nature or we should change our behavior. Then, we will have a class debate, presenting and arguing our ideas.</i>
Standards	R.10.2.a Describe how reasons support specific points the author makes in a text. R.7.2.b Use provided resources to determine the meaning of words and phrases in a text. 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-ESS2-1. Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land. SEL. Decision Making
Ongoing assessment	Listen in to the conversations children are having. What do children understand about changing behavior in response to erosion? What is still confusing? What support will they need to argue this point in the next Text Talk?