

Unit 2: The Forces of Wind and Water

WEEK 8 Day 3

Text Talk Could It Work Here, Too?

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. Changes happen over time.
Weekly Question	How do scientists share their ideas?
Content Objectives	I can apply what I know about erosion in one place to evaluate possible approaches to erosion in other places. (Science 2-ESS2-1). I can use text features to easily locate key information in a text. (R.8.2.b)
Language Objective	I can recount key ideas and details. (SL.2.2.a)
SEL Objective	I can collaborate with my partner to develop a stance and explain our thinking to others. (Relationship Skills)
Vocabulary	communicate: to give information about something by speaking, writing, or showing complex: not easy to understand or simple gather: to bring things together in a group stake: a pointed post or stick that is pushed into the ground
Materials and Preparation	Children will work in pairs. Assign them strategically. Also consider which erosion examples might be a particularly good match for specific children. • Erosion Examples, one different page for each pair of children • Could it work here, too? Conversation Prompts, one copy for each pair

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	• Could it work here, too? sheet, one copy for each pair • writing and drawing tools • all Slowing and Preventing Erosion charts, visible and accessible, for children's reference
Opening 3 minutes	<i>We have learned about many different approaches that people use to slow or prevent erosion. We have seen that people use different approaches in different parts of the world, depending on the forces of wind and water, what they need to do with the land, and the resources that are available. Can you think of an example?</i> Gather a few responses from children.
Text and Discussion 36 minutes	Refer to the "Could it work here, too?" sheet. <i>We have decided on a recommendation to slow erosion on Popham Beach: _____. [Name the class recommendation.]</i> <i>Now, you will answer this question: Could it work here, too? Would that same approach, _____ [again name the class recommendation], be a good idea for slowing or preventing erosion in a different place?</i> Refer to the Erosion Examples. <i>Today you will try to answer this question. You and a partner will receive some information about erosion somewhere else in the world; each pair will receive a different example. This information includes images and captions.</i> <i>First, look at and read the information you have. Second, talk about whether the idea we have for Popham Beach would also be a good approach for the place on your page.</i> Show the Could it work here, too? Conversation Prompts sheet. <i>This list of questions will help you organize your thinking.</i> Show the Could it work here, too? sheet. <i>Third, work together to fill out this sheet. Remember, it's important to communicate <u>why</u> our approach for erosion on Popham Beach would or would not work in the place you are thinking about now. You'll do some writing and also make a drawing that shows what might happen, or what it might look like, if people tried our Popham Beach approach in this other location.</i> Distribute Erosion Examples, Conversation Prompts, and Could it work

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	here, too? sheets, and send children to work. Encourage them to look carefully at the information they have and to draw upon what they know from the unit's study to analyze and conclude whether the Popham Beach recommendation is transferable to other places. Encourage children to access other resources such as texts and charts as is useful, and to trade ideas with other children.
Closing 1 minute	<i>To do this work, you had to gather much of what you know about erosion and the ways people approach it, and then apply that knowledge to a new situation. This is complex thinking! We will share and compare these ideas in a couple of days.</i> Collect children's sheets and related Erosion Examples together. They will be used on Day 5 when children present their ideas to each other.
Standards	R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. W.1.2.a Investigate questions by participating in shared research and writing projects. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Science 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.Relationship Skills
Ongoing assessment	Questions posed while children are working will serve both to support their work and to collect information about their understanding. Do children apply what they know about the forces of wind and water to understand how erosion happens in a particular place? Do children differentiate between types of erosion? To what degree are children imaginative or practical about their approaches?