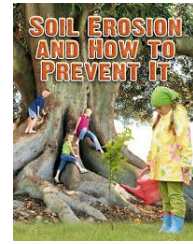


Unit 2: The Forces of Wind and Water

WEEK 8 Day 4



Text Talk

Soil Erosion And How to Prevent It (pages 28-29)

Big Idea	Wind and water can change the shape of the land.
Weekly Question	How do scientists share their ideas?
Content Objective	I can use details from the text to explain how composting and recycling help prevent erosion. (R.4.2, R.9.2.b)
Language Objective	I can determine the meaning of new words and words with multiple meanings by talking about them. (L.4)
SEL Objective	I can reflect on how certain practices can benefit the environment. (Decision Making)
Vocabulary	bind: to put or hold together compost: decayed organic material dispose: to get rid of something, throw something away fertilizer: a substance that helps soil stay healthy logging: the business of cutting down trees and selling the wood micro life: extremely small forms of life mine: a pit or tunnel out of which minerals are taken nutrient: something that helps people, animals, and plants live and grow (*Week 2) positive effect: a good or beneficial change to something * protect: to keep safe from harm reduce: make less of something root systems: a plant's various roots and the structure of those roots

Materials and Preparation	• <i>Soil Erosion And How to Prevent It</i>, Natalie Hyde Flag pages 28-29. • <i>Dirt, the Scoop on Soil</i>, Mandy Ross, for reference • Text Talk notebooks • writing tools On the whiteboard, write: What are some details you learned about composting? What are some details you learned about recycling? How do composting and recycling help slow or prevent erosion?
Opening 3 minutes	<i>We've read parts of this text many times over the last several weeks. This is our last selection from Soil Erosion And How to Prevent It. Based on its title, "How you can help," what do you think this chapter will be about?</i> Set a purpose for reading. <i>Today we are going to gather details that help us understand how reducing our waste, composting, and recycling can help slow and prevent erosion.</i>
Text and Discussion 20 minutes page 28	Read the first paragraph 1. <i>In the first sentence we read the word, "reducing." What do you think "reduce" means? Can you replace that word with another word or phrase that makes sense to you?</i> Highlight responses that are similar to "get rid of" or "make it less," and define the word further if necessary. <i>What ways does the author suggest for how we can protect the soil?</i> Encourage children to draw directly from the text, rereading relevant phrases. <i>Based on this paragraph, what do you think this section is about?</i> <i>What do you think this phrase means: "dispose of our waste"?</i> With the children, unpack the phrase.
page 28	Read the section title, "Waste to Compost," making connections to <i>Dirt, the Scoop on Soil</i>. Read the first sentence of the section, and pause. <i>Turn to a partner. If the kitchen scraps are like fertilizer, how might they help the soil?</i> Harvest a few ideas.

	<i>The word “binds” has multiple meanings. Listen for the word as I continue reading. Put a thumb up on your chest when you hear the word “binds.”</i> Continue reading. Pause as children signal. <i>You heard it: “binds.” Let’s think about what “binds” means in this context. Listen to these sentences: The glue binds my name-tag to the folder. My hair tie binds my hair together in a ponytail. Now turn and talk with your partner. In this text, what do you think the author means with “[Compost] binds soil together...”</i> Harvest a few ideas. <i>Turn to a different partner. What is this section mostly about? How does composting lead to less erosion by wind and water?</i>
page 29	Read the section titled “Recycling” <i>What do you already know about recycling?</i> Elicit a few ideas. <i>Before we read, here are a couple of very specific words in the text: logging refers to when people cut down trees and sell them for wood or paper; a mine is a large hole or tunnel where people pull minerals out of the earth, such as coal or gold.</i> Read the paragraph. <i>Turn to a partner. According to the text, what is recycling? What are ways that recycling helps slow or prevent erosion? What details in the text tell us this?</i>
Key Activity 10 minutes	Distribute Text Talk notebooks and pencils for a Note Break. Refer to the questions on the board and give children time to write. Allow them to consult with each other as they do.
Closing 2 minutes	Invite a few children to share their notes with the whole group. <i>Answering these questions helped you think about why Natalie Hyde included this chapter in her book. What does she want to communicate?</i> <i>We are coming to the end of this unit, The Forces of Wind and Water. From all the texts we’ve been reading and conversations we’ve had, what are ways we can help to prevent erosion?</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why.

	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content. SEL. Decision Making
Ongoing assessment	Circulate while children are talking in pairs and writing in their notebooks. Pay particular attention to how children discuss the content. Do children reference the text? Do children incorporate relevant vocabulary in context? Do children identify the author's purpose? Do children reflect on the ways that we can help to prevent erosion?

Notes