

Unit 2: The Forces of Wind and Water

WEEK 8 Day 5

Text Talk

Synthesis of Unit Ideas and Celebrating Our Learning

Both **Text Talk** and **Studios** times are available for sharing partner work from the Day 3 lesson, reviewing the Weekly Question Charts, adding to the Unit Question Chart as described here, and presenting individual and small group projects from Studios.

Plan the time in a way that makes the most sense for the classroom community, possibly also integrating sharing Erosion posters with fourth graders (Writing) and the Popham Beach Erosion Recommendation with other second graders (Science and Engineering).

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 Questions	All Weekly Questions
Content Objective	I can compare approaches to erosion in different situations to extend my understanding. (Science 2-ESS2-1)
Language Objectives	I can present my conclusions with my classmates through writing, drawing, and talking. (SL.1.2, SL.1.2.a) I can use keywords and phrases that I learned in this unit to help me express my ideas. (L.6.2.a) I can agree with and add onto my classmate's ideas. (SL.1.2.b)
SEL Objective	I can reflect on my experiences over time and summarize my current thinking. (Self-Awareness)
Vocabulary	Include a review of any relevant words highlighted in the Weekly Question charts.

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Materials and Preparation	● crayons, for the Matching Crayon routine, one for each pair ● children’s completed Could it work here, too? sheets and related Erosion Examples, from Day 3 ● Weekly Question charts from Weeks 1-8 ● How Wind and Water Impact Land chart, from Week 5 Post this chart centrally in the meeting area. ● markers ● sticky notes, at least 3 per child ● writing tools ● markers Review the categories and ideas on the How Wind and Water Impact Land chart. Review the Weekly Question charts from Weeks 6, 7, and 8. Identify ideas that build upon each other and those that have contributed to the development of the project work; these will inform additions to the How Wind and Water Impact Land chart. After reviewing them, post the selected Weekly Question Charts around the classroom.
Opening 1 minute	<i>We are at the end of our second unit of study, The Forces of Wind and Water. We are going to do two things today: share our ideas about whether our Popham Beach recommendation could work in other places, and revisit our Weekly Questions.</i>
Text and Discussion 20 minutes	<i>You’ll have just a few minutes to share your ideas with another pair. Before you do, review your work with your partner to be clear about what you want to communicate.</i> Distribute children’s completed Could this work here, too? sheets with related Erosion Examples. Give children several minutes to talk in pairs. As they do this, distribute a crayon to each pair.
	Signal children to find their crayon matches. <i>Tell your classmates about the place you are working with and explain why you concluded that our recommended approach for Popham Beach would or would not be a strong recommendation for this place, too.</i> <i>After each pair has a turn to share their work, you can compare your responses: How are the places similar and different, and how are your conclusions similar and different?</i> <i>Listen for my signals to keep time.</i>

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	Allow each pair about four minutes to talk. Then allow a couple of minutes for children to respond to each other's ideas and compare their scenarios. Encourage them to refer directly to their sheets and related Erosion Examples, and to use established prompts for discussion. Bring the children back to the whole group.
Synthesizing Unit Ideas 16 minutes	<i>Each week during this unit we have considered a Weekly Question and gathered our ideas in a Weekly Question chart. I've been reading over all of our charts to see how our thinking has grown and changed. Now you have a chance to do the same thing. This is another way to bring our learning together.</i> Pass out the sticky notes and writing tools. <i>Before we talk together, you will review the charts on your own. Walk around slowly and look at each chart. As you look at the chart, think about the Weekly Question and the conversations we have had together. If you start noticing connections between the charts, or if you have a question, you can record it on a sticky note and stick it to the Weekly Question chart that it relates to.</i> <i>Also, while you are looking at the charts, circle any words that you think are especially important to thinking about the forces of wind and water on land.</i> Provide about five minutes for children to review the selected charts quietly, then bring the group back together. Refer to the Unit Question Chart, How Wind and Water Impact Land. Review each existing box. <i>Based on what you just noticed and noted on our Weekly Question Charts, what more can we add here?</i> As children suggest ideas, consider collaboratively whether they connect to an idea already expressed on the chart or whether a new box could be created. Be sure to draw a line connecting each new box to the question in the center. Encourage children to support others' comments with specific evidence from the unit. For instance, children might cite specific Text Talk conversations. <i>Tell us where you saw this on a Weekly Question Chart.</i> <i>Why do you say that?</i> <i>Can you remember when we talked about that?</i>

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	Encourage children to use the “Me, too” signal, to add on to comments, and to ask clarifying questions.
Closing 3 minutes	Close the session by summarizing the conversation. Make connections to the class project. Share plans for sharing the class poster with fourth graders (see Writing, Day 5), as well as for sharing the class recommendation (and related projects from Studios) with people who work on Popham Beach.
Standards	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. SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). 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. Self-Awareness
Ongoing assessment	Note how children are summarizing the information learned. Do children think flexibly? How are they consolidating new information? Do children understand the content and the Big Ideas? Do children make connections between concepts? Do children show interest in a specific topic?

Notes
