

Unit 2: The Forces of Wind and Water



WEEK 4 Day 3

Text Talk “Natural Erosion Can Be Good” (informational text)

Big Idea	Wind and water can change the shape of the land.
Guiding Question	What does our Earth look like? What makes it look that way?
Weekly Question	What is our relationship with water?
Content Objective	I can explain the big idea and some key details about natural erosion. (R.5.2.b) I can answer a question using key details from the text. (R.4.2, W.1.2.b)
Language Objective	With a partner, I can use discussion prompts to help me understand a text about natural erosion. (SL.1.2)
SEL Objective	I can co-create a response with a partner to explain what we learned together about erosion. (Decision Making)
Vocabulary	crops: food that is grown to be eaten or sold flooding: when water covers land that is usually dry natural: something that comes from nature * nutrient: something that helps people, animals, and plants live and grow (*Week 2) * sediment: material deposited by water, wind, or ice valley: low land between mountains and hills
Materials and Preparation	• “Natural Erosion Can Be Good” informational text, one copy for each child • Partner Read and Discussion sheets, one copy for each child • pencils, one for each child • clipboards or other sturdy surface, one for each child • Why and How We Annotate and Annotations charts, from previous

Text Talk U2 W4 D3

	weeks Children will work with partners. Plan pairs strategically.
Opening 1 minute	Set a purpose for reading. <i>When we read I Know the River Loves Me, we thought about some reasons people love rivers. Rivers are beautiful and also helpful to humans.</i> <i>The erosion caused naturally by rivers can be positive. Today we will read to find out important information about this.</i>
Text and Discussion 25 minutes	Distribute a <i>Natural Erosion Can Be Good</i> text to each child. <i>Today we will read a new informational text, a short article. First, we'll read the text together.</i> Read through the text chorally. <i>Now, you and your partner will read the text together a second time. Here are some discussion questions.</i> Distribute the Partner Read and Discussion sheets and pencils. As a whole group, read the directions for the Partner Read and Discussion aloud. Read the guiding questions. Clarify that children are only completing steps 1 through 3 at this point in the lesson. Review annotating with underlining and question marks, referring to the Why and How We Annotate and Annotations charts. Review important vocabulary from previous lessons, reteaching words as necessary, such as valley, nutrients, flood, sediment, and deposit. Pre-teach other potentially tricky words. Send children to read and discuss in pairs. Allow at least fifteen minutes for reading, annotating, and discussion. Circulate as children work to support reading and comprehension.
Key Activity 12 minutes	Call for children's attention to orient to the next part of the activity. <i>Now that you have read, annotated, and discussed the text with your partner, you are going to put your thoughts on paper. Turn your paper over. Think with your partner about how to write about what you have learned about erosion and what details from the text you might use as evidence.</i> Bring the children back to the whole group. Ask a few pairs of children to share some of their text-based thinking. Answer questions and address

	misconceptions that arise.
Closing 2 minutes	<i>We explored some specific vocabulary today, such as “floodplains” and “sediment” to learn a new big idea about erosion: that natural erosion can be good. We found important details in the text that help us understand how erosion can be positive for communities.</i> If time allows, continue with the question, <i>How does natural erosion help humans?</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how and why. R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs. 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. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SEL.Decision Making
Ongoing assessment	As children read with partners, take note of their ability to collect information. How do they approach reading and annotating? Do they consider the guiding questions? How do they understand new words and their definitions? Do they articulate the main points of the text? Are they building new schemas?

Notes
