



## Read to Be Ready plans for: Weathering and Erosion Week 2

### ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams.
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **(1<sup>st</sup> grade skill review/expectation)**
- 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2<sup>nd</sup> grade topics and texts.
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally, or through other media.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.
- 2.ESS1: Earth's Place in the Universe** 1) Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.
- 2.ESS2: Earth's Systems** 1) Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2) Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things. 3) Compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond).
- 2LS2: Ecosystems** Predict what happens to animals when the environment changes

**Comprehension skill:** cause & effect

**Phonics/Syllabication:** comparative endings

**Grammar/Writing:** am, is, are, was, were

**Unit Focus:** Volcanoes and Weathering as forms of erosion

**Culminating Task:** \*Week 3 - Students will design a solution for soil erosion

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center Ideas/Resources
<b>M O N D A Y</b>	1 <sup>st</sup> Read from <u>Weathering and Erosion</u>  Questions come from p. 4-15	<ul style="list-style-type: none"> <li>Valleys</li> <li>Canyons</li> <li>Weathering</li> <li>Sediment</li> <li>Chemicals</li> <li>Sinkholes</li> <li>Polluting</li> <li>Acid rain</li> <li>Gabions</li> </ul>	<p>Discuss with a partner what this author says about ways the earth's surface changes over time.</p> <p>What causes these changes?</p> <p>What happens during the process known as erosion?</p> <p>Was the formation of the Grand Canyon made overnight? Explain.</p> <p>Explain what happens to rocks during the freezing of water.</p> <p>Erosion can be a terrible thing or it can be good. Explain. Terrible-ruins areas, tears things down. Good-makes beautiful scenery and places to visit</p> <p>How can the Sun that is so far away play a part in erosion?</p>	Describe what happens during the process of weathering.	<p><b>Active link:</b> <a href="#">EPIC collection on Earth's Changing Surface</a></p> <p>**This title was ordered (one copy per classroom) late in the summer. Please use the hard copy as a supplemental read aloud and independent reading.</p>
<b>T U</b>	2 <sup>nd</sup> reading from <u>Weathering and Erosion</u>		How do animals play a role in weathering?	Write about two ways people help prevent erosion.	

E S D A Y	Questions come from p. 18 to the end.		Discuss how harsh chemicals can lead to erosion.  How do people play a part in weathering? (pollution from cars and cutting down forests)  Why do you think gabions help hold things in place?		
W E D N E S D A Y	1st reading from <u>What Shapes the Land?</u> on EPIC.  Today read pages 4-15.	<ul style="list-style-type: none"> <li>• Volcanoes</li> <li>• Glaciers</li> <li>• Mountains</li> <li>• Valleys</li> <li>• Erupt</li> <li>• Basalt – lava rock</li> <li>• Sediment</li> <li>• Weathering</li> <li>• Expand</li> <li>• Contract</li> <li>• Dunes</li> <li>• Rock formations</li> <li>• Splash erosion</li> <li>• Runoff</li> <li>• Saturate</li> <li>• Currents</li> <li>• Boulders</li> <li>• valleys</li> </ul>	What is another word for magma? (lava) How do islands form? Islands are really the tops of what? (underwater mountains)  p. 11 What happened recently (May & June 2018) in Hawaii?  What do you think is happening to the landforms in Hawaii because of the volcano eruption?  Does wind erosion happen quickly or over a long period of time?	How can a volcano change earth's surface?  What can cause the Mississippi river to rise to flood levels?  **Look for students to write about the ground not being able to absorb water; runoff water filling the river; melting snow from the north; etc.	
T H U R S D A Y	2nd reading from <u>What Shapes the Land?</u> on EPIC.  Today read pages 16-end	<ul style="list-style-type: none"> <li>• Coast</li> <li>• Cliff</li> <li>• Pebbles</li> <li>• Bridge</li> <li>• Arch</li> <li>• Sea stack</li> <li>• Glacier</li> <li>• iceberg</li> </ul>	p. 18 How can splash erosion damage the soil?  p. 19 How does 'runoff' damage the soil?  p. 20-21 What can you infer about water from this statement: "Fast flowing rivers can even carry boulders."  p. 22-23 How do the pictures and labels on these pages help the reader?  Why is it important to read all the captions found in many non-fiction books? p.24-25 What causes a glacier to move? (its weight and gravity)  What is the name for a chunk broken off a glacier?  Do glaciers cause quick or slow changes in landscape?	How do glaciers cause changes to Earth's surface?	DE Video clip "How Erosion Works": <a href="https://tinyurl.com/ya46z5jl">https://tinyurl.com/ya46z5jl</a>  Use the video as a way to review some of the information learned thus far.  Beautiful canyon images
F R I D A Y	Focus today is the difference between Erosion and Weathering  Watch the following video: <a href="https://www.youtube.com/watch?v=5idHpKQpukM">https://www.youtube.com/watch?v=5idHpKQpukM</a>		What examples did they show in the video for erosion and weathering? What are examples of physical weathering? Chemical weathering? How long does weathering take?	What is the difference between erosion and weathering? Pull in examples from the video.	

		What are major examples of erosion?		
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