New Core Program

{parent\_trs\_content\_code}

{grade}

{unit}

{week}

{day}

{lessonnumber}

{lessontype}

50

Resources

2

Unit 5 Texts for Close Reading

Week 1 Lesson 1 Slides

Index cards or blank paper for hands-on demonstration

Target Outcomes

2

Content

Understand that the processes of weathering, erosion, and deposition endlessly reshape Earth’s surface.

ELA

Refer to details and examples in an informational text to explain what it says.

Explain the scientific ideas or concepts in a text, including what happened and why.

Language Development

Orally describe Earth’s crust and weathering and erosion using academic vocabulary.

Orally answer text-evidence questions.

{lesson}

TKTKTKTKTK

2

9

Set Purpose

Set Purpose

0 min

1

TK, TK

TK

TK

TK

TK

Today we are going to revisit “Weather, Erosion, and Deposition” to dig deeper into how these three processes change Earth.

Display and read aloud the Student Learning Goals

Knowledge in Action: Review Weather, Erosion, and Deposition

TKTKTKTKTK

Knowledge in Action

10 min

2

TK

TK

TK

TK

TK

We’ll start with a short Hands-On Activity to show what we know about Earth’s processes in action. Find a partner.

Distribute an index card or a piece of paper to each partnership.

Display and read aloud the 3 steps partners will complete.

Hands-On Activity

static

Tear the piece of paper into smaller pieces and put them in a pile.

Blow on or fan your hand in front of the pieces of paper.

Observe and discuss what happened to the pieces of paper.

Give partners 1-2 minutes to complete the steps.

Then ask follow-up questions to clarify understanding.

What do you think the paper represents in this activity? (Earth’s crust or rock)

What process did you demonstrate in step 1? Explain your thinking. (weathering, we tore the paper into smaller pieces; weathering is when rock gets broken down into smaller pieces)

What did the torn up pieces of paper represent? (sediment; broken down pieces of rock)

What process is at work when you blow on the pieces of paper? Use what you know to explain your answer. (erosion: erosion happens when water and wind move sediment…like an ocean wave or a gust of wind moving sand.)

Where did your pieces of paper land? (answers will vary)

Using what you know, explain what process is happening when the paper lands on the desk/floor. (deposition; deposition happens when water and weather deposit sediment in a new place.)

Deepen Understanding

TKTKTKTKTK

Answer Questions

10 min

3

TK

TK

TK

TK

TK

Distribute Texts for Close Reading and have students use the Table of Contents to locate Apprentice Text 1 or direct students to their Reading Task.

Apprentice Text 1

Component link

Show a thumbnail of Apprentice Text 1 from TCR pp. tk-tk

Now we’ll re-read “Weathering, Erosion, and Deposition” to see how these processes change Earth.

Display and read aloud the text-dependent questions and instruct students to use the Text Annotation protocol as they work.

Annotate, jot notes, or underline your answers. Be ready to share them and explain your thinking.

ACCESS To support student needs, see Differentiated Support Recommendations.

Note that the Apprentice Text questions are designed to focus students on the vocabulary and background knowledge students will need to support their understanding of the week’s Anchor Text.

Instruct students to signal (e.g., hands raised, thumbs up, or pencils down) when they have finished.

Discuss Answers and Explain Thinking

TKTKTKTKTK

Answer Questions

10 min

4

TK

TK

TK

TK

TK

Read each question aloud.

Have partners share their answers, evidence, and explain their thinking.

iELD If possible, pair multilingual learners who share the same home language to discuss answers and evidence. For additional language support use Sentence Frames.

Monitor their conversations to determine their understandings. Use Look-Fors and Listen-Fors to help record your observations and assess.

Based on your observations, call on some students to share their answers and thinking with the class, or, use the Sample Explanation/Modeling provided.

Note students who struggle grasping the concepts within the Apprentice Text and may benefit from the Anchor Text Preview Support Lesson on Day 2. SMALL GROUP

Discuss Answers and Explain Thinking Q1

TKTKTKTKTK

ITEM

0 min

5

TK

TK

TK

TK

TK

Question 1

static

What is weathering? Why is weathering a constant process?

Answer: Weathering is when water, weather, and living things break down rock into smaller pieces. This is a “constant” process because weather happens moment of everyday, so weather it is happening all the time.

Evidence: paragraph 3, sentences 1-2.

If needed, refer to Sample Explanation/Modeling

Discuss Answers and Explain Thinking Q2

TKTKTKTKTK

ITEM

0 min

6

TK

TK

TK

TK

TK

Question 2

static

What happens during the process of erosion?

Answer: During erosion, sediment moves. (paragraph 4, sentence 1)

Evidence: paragraph 4, sentence 1.

If needed, refer to Sample Explanation/Modeling

Discuss Answers and Explain Thinking Q3

TKTKTKTKTK

ITEM

0 min

7

TK

TK

TK

TK

TK

Question 3

static

What does deposition mean in this text? How do you know?

Answer: In this text, the word deposition refers specifically to the process of depositing, or dropping , sediment in a new place.

Evidence: paragraph 5, sentence 1.

If needed, refer to Sample Explanation/Modeling

Discuss Answers and Explain Thinking Q4

TKTKTKTKTK

ITEM

0 min

8

TK

TK

TK

TK

TK

Question 4

static

How do these processes work together to change Earth’s crust over time? Explain your thinking.

Answer: Weathering breaks down rocks in Earth’s crust into sediment. Erosion moves the sediment, and deposition uils up the sediment in a new place. Over time, these processes change Earth. As stated in the text, “they can reshape coastlines and hillsides. They can flatten mountains and carve out canyons; expose layers of rock.”

Evidence: paragraphs 2-6

If needed, refer to Sample Explanation/Modeling

Wrap Up

TKTKTKTKTK

Wrap Up

3 min

9

TK

TK

TK

TK

TK

Display the reflection. Give partners two minutes to discuss

Reflection

static

Turn to a partner and share the following:

Explain the differences between weathering, erosion, and deposition.

How does having to explain your thinking impact or affect your understanding of the text?

Professional Learning

4

Why? The Science Behind the Practice

Questioning to Guide Instruction

Research suggests that questioning can be a key formative assessment strategy to promote learning when teachers use questions to elicit student understanding, interpret the information gathered, and act on student responses to achieve learning goals (Black et al., 2003; Jiang, 2014).

Explain Thinking

“When students are required to explain their thinking, they are forced to confront their misconceptions and clarify their understanding, which can lead to improved learning outcomes.” – Wiggins, G. P., & McTighe, J. (2005).

Student Learning Goals

1

I Can: \_\_\_\_\_\_\_\_\_\_\_

Differentiated Support Recommendations

3

Differentiated Support for Answering Text Dependent

|  |  |
| --- | --- |
| If… | Then… |
| Students are English learners who need sup- port with vocabulary and language demands… | If possible, pair students who share the same home language so they may discuss the concepts in their home languages. |
| For substantial support, read the text TO students. Stop after meaningful chunks to define unfamiliar words and paraphrase difficult sentences. | Make the e-book version available with appropriate accessibility tools activation (e.g., zoom capability, color contrast, tracked audio, and adjustable audio speed). |
| Students need visual or auditory support to access the text… | Make the e-book version available with appropriate accessibility tools ac-tivated (e.g., zoom capability, color contrast, tracked audio, and adjusta-ble audio speed). |
| Students have a specialized need that impacts oral language… | Allow students to write or draw to express their ideas.  Allow students to keyboard ideas using a device. |
| Students have a specialized need that impacts written expression… | Students may benefit from processing and formulating responses with a partner.  Allow students to type or use text-to-speech to record ideas and send them to the teacher for inclusion in the discussion. |
| Students have a specialized need that impacts comprehension… | Allow students to work with a partner. Monitor their interactions and make minute-by-minute instructional decisions. |

Sample Explanation/Modeling Q1

5

Clarify the Question

This question has two parts. The first part asks me to explain the process of “weathering. the second part asks me ”why it’s considered a “constant” process. So I’ll look into the text to find how it describes weathering and I’ll try to find evidence that explains why this process is constant, or always happening.

Find Text Evidence/Explain Thinking

First, I look back at the text to find where the author describes the weathering. I see in paragraph 2 that the author first mentions the process of weathering, but then in the first sentence of paragraph 3, the author directly defines it... “Weathering is when water, weather, and living things break down rock into smaller pieces.” (paragraph 3, sentence 1). Now I’ll look for evidence for why weathering is a “constant” process. I see that the next sentence states: Weather is always happening.” This tells me that the reason

Answer: Weathering is when water, weather, and living things break down rock into smaller pieces. (paragraph 3, sentence 1) Weathering is a “constant” process because “it is always happening.” (paragraph 3, sentence 2)

Sample Explanation/Modeling Q2

6

Clarify the Question

This question asks me to describe what happens during the process of erosion. So I’ll look into the text to find how it describes erosion and I’ll try to find evidence that explains it.

Find Text Evidence/Explain Thinking

First, I look back at TK. I see in paragraph 4 that sentence 1 says ... “TK

Answer: During erosion, sediment moves. (paragraph 4, sentence 1)

Sample Explanation/Modeling Q3

7

Clarify the Question

This question is asking me to define the meaning of deposition in this text. Tk Tk

Find Text Evidence/Explain Thinking

First, I look back at the text to find where the author uses the word...TK

Answer: The word deposition means the process of depositing, or dropping, sediment in a new place. (paragraph 5, sentence 1)

Sample Explanation/Modeling Q4

8

Clarify the Question

This question asks me to think about all three process ans describe how they work together....TK.

Find Text Evidence/Explain Thinking

First, I TK

Answer: Weathering breaks down rocks in Earth’s crust into sediment. Erosion moves the sediment, and deposition builds up the sediment in a new place. Over time, these processes change Earth. As stated in the text, “they can reshape coastlines and hillsides. They can flatten mountains and carve out canyons; expose layers of rock.”