**Going, Going, Gone**

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| Level | K |
| Content Area | Science |
| Reading Focus | Students will learn to use the comprehension strategy of Drawing Inferences as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | above, bridge, coast, day, desert, farming, flood, forest, hill, lake, land, ocean, pebble, plant, river, rock, sand, shape, soil, stream, town, wind, world, year |

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| **Topic Talk** | * Show students the cover of the book, and read the title aloud. * Ask students to think, pair, share about the meaning of the title, and the picture. * Ask students to use clues on the cover and in the picture, along with what they know already, to draw an inference about what happened to the road. * Read the blurb at the back of the book together. Discuss what they might have seen in the place they live that has maybe been changed by wind, water, or gravity. * Ask students to make a prediction (a type of inference) about what this book might be about. Have them share their prediction with a partner. |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Have students think, pair, share what the word “erosion” means. * Explain that as they read on, they will have more information to use to draw inferences, and their predictions might change – and that’s okay! * Have students share with their partner if their prediction has changed from seeing the chapter titles. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and pages 2 and 3 together. * Have students look at the images. Explain that these are clues in the text that you can use with your own knowledge to draw inferences. * Ask students to share their answers with a partner: “What inference can you draw about how the hills are made smoother compared to the jagged mountains?” * Have students think, pair, share what inferences they can draw from the final sentence on page 3. Ask: “From what you have read about erosion, and what you already know, what changes might happen very quickly?” * Have students talk about what text clues and background knowledge helped them to draw their inference. * Discuss that drawing inferences is piecing together a puzzle. Some pieces are background knowledge, and some are text clues – and when you put them together, you can see the whole picture better. * Read the chapter 2 title aloud and pages 4 and 5. (Pause at the ant questions.) * Ask students to work together to draw an inference about the force that helps rainwater to erode the land. * Have students read and think, pair, share their answers to the ant question. * Read aloud pages 6 and 7 together. * Ask students to think, pair, share: “What inference can you draw about the color of the water in the picture?” * Have students read and think, pair, share their answers to the ant question. * Read page 8 and 9 together. * Ask students to draw an inference about what they think will happen in the experiment. * As a group, discuss what students think will happen, and then ask: “What text clues and knowledge helped you to draw the inference?” Have some students share with the group. * Explain that drawing an inference (or making predictions) about what will happen in an experiment is called a hypothesis. Point out that scientists always make a hypothesis before doing an experiment. * Read pages 10 and 11 together. * Ask students to draw an inference about the reason why glaciers slide downhill. * Choose a few students to share their inference and ask: “What text clues helped you to think of that idea?” * Read pages 12 and 13 together. * Check in with students’ predictions. Ask: “Now that you’ve read two chapters, has your prediction for what the book will be about developed because of what you have read? How?” * Set purposes for reading from Chapter 3 through to the end of the book:   + Think about what background knowledge you might have that might help to understand what you are reading better.   + Try to draw inferences about what the author is hinting at (but not writing). Use your knowledge along with clues from the text.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask: “Were you surprised by how much damage erosion can do? Why or why not?” 2. Ask: “Did you find it easy to draw inferences from the text while you were reading the rest of the book?” Have students share some examples if possible. 3. Discuss how drawing inferences helps to understand the text better by looking at what the author is trying to say around the words that are written. | |
| **Writing Prompts** | *Fiction* | Imagine that you have a time machine, and can travel back thousands (or millions!) of years. Write a story about what the land around your hometown looks like, and what has changed or stayed the same. |
| *Informational* | Design a poster to explain what erosion is, and why people should take it seriously. |
| *Letter writing* | Write a letter to a local politician, telling them why erosion is an important issue. Explain what can be done to stop it. |
| *Opinion* | Some things that people do can cause erosion, but people do them anyway. Think of one of these things (like cutting down trees, or making roads) and give your opinion on whether it is right or not. |
| *Research* | Find out about erosion near your hometown. Write a report on it, including what causes the problem, and how it can be solved. |