



Fast and Slow, Earth Changes

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Introduce the Unit and Key Vocabulary

Talk with students about what they will learn from the Unique Learning System Unit. Introduce key vocabulary to them using the descriptive teaching method.

Example: This month unit 19 is about how the earth changes, sometimes fast and sometimes slow. We will talk about erosion and learn about a rain garden that Faith and her Dad are making to help the environment. Erosion happens when water or wind moves dirt and rocks from one place to another. We will talk about how we can help stop erosion and what materials we need to build a rain garden. We will also look at what happens when an earthquake hits and what changes it makes that you see and don't see.

Read Passages While you TAAP

As you read the passages within each unit with students, remember to TAAP:

Talk about it, Ask a question, Acknowledge via response, and
Propel the conversation or Predict!

(View the TAAP resource on the AAC Language Lab to learn more about the TAAP strategy!)

Sample TAAP words/phrases:

Talk About It	Ask Questions	Acknowledge via Response	Propel the Conversation or Predict
change earth fast slow water wind	What do you know about planet Earth? Why is it always changing? How do you know if the earth is changing? What can you do to stop erosion?	I agree Good thinking Way to go! Nice answer That took some thought!	I think... Let's see More What else

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3

Talk About What you Learned

Summarize the unit with students and talk about what they learned. Ask open-ended questions to discuss what everyone thought, and to get them thinking about and reflecting on what they read.

Sample questions for discussion:

What did you learn today about changes that happen to earth? What causes these changes? How can we stop certain changes from happening? What changes occur fast and what changes occur slowly over time? What are some things that you can do to stop these changes from happening in your community? What is one thing you want to learn more about the earth and its constant changes in the environment?

Discussion for Comprehension

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After reading and summarizing the unit with students, use descriptive testing to further discuss the students' understanding of the unit or passage. Pose questions in a way that allows the student to answer the question using any word on their device.

Sample Descriptive Testing Questions and responses:

Tell me what we learned about earth's changes.	What is the difference between fast and slow earth changes?	What are some ways you can help make changes go slower?
<ul style="list-style-type: none">• changes happen fast and slow• water and wind move soil/dirt/rocks around• icebergs melt and make water high(er)• floods move dirt fast	<ul style="list-style-type: none">• water can wash away rocks and soil fast• volcanoes make lava and land slowly• icebergs melt and make oceans rise slowly• fires destroy trees	<ul style="list-style-type: none">• make people know about change• help stop dirt from moving (erosion)• clean up drains in street• pick up trash so it doesn't cause a fire