

Interactive Reading Guide For Glacial Evidence: Reading 2

Directions: Your task is to read this passage with your partner. The instructions below will prompt you to stop several times to talk with your partner about what the passage is teaching you. You will be asked to use some of the literacy strategies that we have been practicing (e.g., paraphrasing, sketching, jotting the gist in the margins, etc.).

1. **Determine Importance.** This first section gives helps you visualize how a glacier is moving sediment from one location to another. **Partner A** read paragraph one aloud, **Partner B** while you are listening jot the gist of the paragraph in your own words in the margin. Share what you wrote with **Partner A**. Then **Partner B** read paragraph 2 aloud. **Partner A** while you are listening jot the gist of the paragraph in your own words in the margin. Share what you wrote with **Partner B**. Now **Both Partners** go back and look for one sentence that best expresses what scientists would have to look for to determine glacial flow in the second paragraph and underline it.

2. **Partner A:** Tell your partner which sentence you underlined and explain why you chose that sentence. **Partner B:** Tell your partner which sentence you underlined. Is it the same sentence partner A underlined, or is it different? Either way, explain why you chose that sentence.

3. **Both partners:** Fill in the first two columns on your evidence thinking tool with the new information you have gained in this paragraph.

4. **Both partners:** Determine Importance. Silently read paragraph one of the next section -How do we recognize deposition by a glacier? Remember to stop and paraphrase in your mind at any parts that confuse you. Then go back and look for one sentence that best expresses the difference between glacial deposits and wind/water deposits.

5. **Partner A:** Tell your partner which sentence you underlined and explain why you chose that sentence. **Partner B:** Tell your partner which sentence you underlined. Is it the same sentence partner A underlined, or is it different? Either way, explain why you chose that sentence.

6. **Both partners: Determine Importance.** Silently read paragraph two. This paragraph introduced a depositional feature called a glacial erratic. Ask yourself, how can this kind of depositional feature provide evidence for the direction of glacial ice flow? Jot your ideas in the margin.

7. **Partner A:** Tell your partner your ideas. **Partner B:** Tell your partner your ideas. Did you come to the same conclusion or was it different? Either way, point to the sentence in the paragraph that led you to that understanding.

8. **Both Partners:** Working silently and on your own, fill in the first two columns in the second row on your evidence thinking tool using information you read and discussed with your partner.

*******STOP HERE. WAIT FOR INSTRUCTIONS.*******

9. **Both partners: Visualizing and sketching** Silently read the third paragraph of this section. In this paragraph the depositional feature called a **drumlin** is introduced. This time in your evidence thinking tool sketch a cross sectional view of what geologists should be looking for as evidence for glacial ice flow. This would go in row 3 column 1. Label your cross section.

10. **Partner A:** Share and explain your sketch with **Partner B**. Explain how this depositional feature would provide evidence for glacial ice flow.

11. **Both partners:** Fill in the second column of row 3.

12. **Making Models: Paragraph 4:** This paragraph helps you visualize how a glacier pushes and moves sediment as it advances and then leaves that sediment behind when it retreats.

Partner A: Read the paragraph aloud. **Partner B:** As you listen to the paragraph, explain what it is saying **using hand motions** and your pens, pencils and erasers on your desk to show what the glacier does. (Your hand is the glacier and the pens, pencils and erasers on your desk represent sediment.)

13. **Both partners: Determine Importance.** Silently read the last paragraph of the passage. This paragraph introduces the concept of an **outwash**. Jot your ideas in the margin for how this feature could provide evidence for the direction in which the glacier was flowing. Include a cross-sectional sketch of how the sediment would be sorted by size in relationship to the terminal moraine.

14. **Partner A:** Tell your partner your ideas. **Partner B:** Tell your partner your ideas. Did you come to the same conclusion or was it different? Either way, point to the sentence in the paragraph that led you to that understanding.

15. **Both Partners:** Working silently and on your own, fill in the first two columns in the fourth row on your evidence thinking tool using information you read and discussed with your partner.

Generate questions. After you have finished all of the above, write down any questions you have about anything you have read in your Science notebook.