

Unit 2: The Forces of Wind and Water



WEEK 2 Day 5

Text Talk “Breakers” (poem) Accompanied by video

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objective	I can identify specific words and phrases that the poet uses to illustrate the forces of water on land. (R.7.2.a)
Language Objective	I can use context clues from the poem and a video to help me understand the meaning of a poem. (L.4.2.a)
SEL Objective	I can identify the thoughts in my mind and communicate them through drawing and writing. (Self-management)
Vocabulary	breakers: heavy waves that break into white foam as they come on shore fangs: very sharp teeth feed (on): to take something as nourishment or food flowing (* flow, W3): moving along steadily, without stopping grace: simple, elegant movement pounce: to jump forward suddenly to catch something roar: to make a loud, deep sound shore: the land along the edge of the sea or other body of water toothmarks: marks left when an animal bites into something worry: to think about something in a troubling way
Materials and Preparation	• chart paper Write out “Breakers” by Lillian Morrison. Breakers

Text Talk U2 W2 D5

	Lillian Morrison Roaring, all flowing grace, the water tigers pounce, feed on the shore, worry it again and again, take great bites they cannot swallow and leave the toothmarks of their long white fangs. • “Breakers”, printed, copy for each child or pair of children • Text Talk notebooks • writing and drawing tools • Waves crashing on the beach video (:25) (https://www.youtube.com/watch?v=2W1LpnBYTM0) • projector and screen
Opening 1 minute	<i>Today’s text is a poem. After we read it a few times, we’ll compare it to a short video.</i>
Text and Discussion 30 minutes	Read the poem once through, fluidly. <i>Close your eyes and visualize what is happening in this poem.</i> <i>What did you see in your mind as I was reading?</i> Harvest a few ideas from the children. <i>This poem gives us an interpretation, or a point of view, of one way that water changes land. The poet arranges words that help us create a picture in our minds. Let’s read it closely together.</i> Distribute children’s copies of the poem. Read it through slowly. <i>Are there any words in this poem you’d like to talk about to help you understand it?</i> Define words, using gestures and inviting children to share their existing knowledge of these words. <i>What do you think the “water tigers” might be? What picture is Lillian Morrison painting with these words, “water tigers?”</i> <i>What other words or phrases in the poem help us get this picture in</i>

	<i>our minds?</i> <i>Let's take a Note Break and draw the images that are forming in our minds.</i> Distribute Text Talk notebooks and writing and drawing tools. Give children several minutes to draw and then share their drawings with partners. <i>Another way to understand what happens when water meets land is to look at photos or video. Let's see what this short video can add to what Lillian Morrison communicates through her poem. Think about the phrase, "the water tigers pounce" as you watch.</i> Show the video once through. <i>What are your ideas now about the "water tigers"?</i> Harvest children's ideas. <i>What other words or phrases that the poet, Lillian Morrison, chooses do we see illustrated in this video? As we watch a second time, I'm going to read some of the phrases from the poem.</i> Read these phrases slowly as the video plays: ● feed on the shore ● worry it again and again ● take great bites ● leave the toothmarks of their long white fangs <i>Turn to a partner and talk about how the video helped you understand what Lillian Morrison communicates in her poem.</i>
Key Activity 8 minutes	Pass out the writing sheets. Read the questions chorally. <i>You started drawing images of what the poem makes you think in your notebooks. Now, draw an image you imagined from both the poem and the video. When you write to explain your picture, use at least three vocabulary words from the poem. Include your ideas about how these words help describe the force of water on land.</i>
Closing	<i>It's interesting to see how a poem and images can be used to talk about the same thing. We can see how the forces of water can be described in different ways, and how those descriptions can work together to give us strong images in our minds.</i> <i>As we look at other images of the force of water on land, we might remember this image of tigers pouncing on the shore.</i>
Standards	R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. L.4.2.a Use sentence-level context as a clue to the meaning of a word or

	phrase. SEL Self-Management
Ongoing assessment	Listen to children’s conversations and collect and review their writing. How do children articulate the relationship between imagery and images? Do children make the connection between figurative language and its use in creating images and describing a natural force? Do children integrate two media toward understanding a single idea?

Notes
