

Unit 2: The Forces of Wind and Water

WEEK 3 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How can water change land, and why does it matter?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a)
Vocabulary	carve : to form by cutting fill : to take up all or most of the space flow (v): to move in a smooth, steady stream impact : to have a strong effect on someone or something plunge : to move suddenly forward or downward stream (n): a small, flowing body of water, a brook or creek stream (v): to flow wear (n): damage caused by use
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. • Week 3 Weekly Words cards • chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	<i>This week's Weekly Words relate to the impacts of water on land.</i> <i>Today's words are: _____, _____, _____, and _____.</i> As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom,

	remarking on parts of speech and morphology and affirming children's word knowledge. As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.
Day 2	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>
Teaching the words	carve (verb) Elaboration: <i>Maybe you have seen ice sculptures! People use different kinds of tools to carve ice into sculptures, including knives and saws. This person seems to be carving a swan out of ice. See its curved neck and where the person will carve the beak?</i> Think, Pair, Share prompt: <i>Imagine you had a big chunk of wood. What might you be able to carve in it?</i> fill (verb) Elaboration: <i>Someone is pouring juice into a glass; it looks like they will fill it right to the top!</i> Support English learners with attention to the vowel sound. <i>Listen carefully to this word: [say the word slowly, then segment the sounds to emphasize the sound /i/]. This is different from the word "feel," as in "I feel worried today" or "It feels cold outside."</i> fill [point to the image]; feel [gesture feeling cold]: <i>Do you hear the difference?</i> Think, Pair, Share prompt: <i>If you feel thirsty, what would you like to fill a cup or glass with?</i> flow (verb) Elaboration: <i>This dancer, Judith Jamison, makes movements that flow as she dances; her costume also flows along with her body!</i> Think, Pair, Share prompt: <i>Use your hands or your whole body to act out flow. If you are water, where are you flowing? You can say, "I flow to the _____" [ocean, sea, lake, etc.]</i>

	impact (verb) Elaboration: <i>This word, impact, can be used in many different contexts. We can impact our school community by taking an action that helps all students do their best learning. Waves can impact the land by crashing against it and changing its shape.</i> Think, Pair, Share prompt: <i>Think about a time when the weather impacted your activities—when it affected your plans.</i>
	plunge (verb) Elaboration: <i>In a waterfall, the water plunges down over the rocks. It moves quickly down.</i> Think, Pair, Share prompt: <i>Would you rather plunge your hands into a bowl of ice water or into warm water? Why?</i>
	stream (noun) Elaboration: <i>The word stream can be used as a noun, to name a thing. This stream is flowing over rocks, through a forest, and next to a path.</i> Think, Pair, Share prompt: <i>Why might a stream be an important part of an animal’s habitat?</i>
	stream (verb) Elaboration: <i>The word stream can also be used as a verb, an action. The water is streaming into this person’s hands, maybe from a faucet or a hose. You can also say, if you are watching a race, that you see all the runners stream by—they are all moving quickly in the same direction.</i> Think, Pair, Share prompt: <i>Soy sauce or ketchup might stream out of a bottle. How many other things can you think of that might stream or stream by?</i>
	wear (noun) Elaboration: <i>This work glove shows a lot of wear. Someone has probably been using them for a long time to do rough work, so much that holes</i>

	<i>have appeared.</i> Think, Pair, Share prompt: <i>Do you have an item of clothing, a backpack, a blanket, or even a favorite stuffed animal that shows a lot of wear?</i>
Closing	<i>This week we are learning about how water can change land. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</i>
Standards	SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Standard L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. Demonstrate understanding of word relationships and nuances in word meanings. L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Ongoing assessment	Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words. How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories? Keep a list to follow each child's vocabulary growth over time.