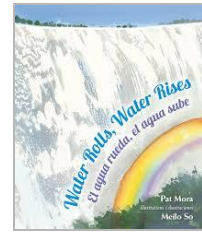


Unit 2: The Forces of Wind and Water

WEEK 3 Day 1



Text Talk *Water Rolls, Water Rises* Read 1 of 2

Big Ideas	Wind and water can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	How can water change land, and why does it matter?
Content Objectives	I can use key details from the illustrations and words to describe the setting in a poem. (R.11.2.a, R.11.2.b) I can locate several important landforms and bodies of water on a map. (2.T2.1) I can explain how the location of landforms and bodies of water helps determine living conditions. (2.T2.3) I can describe how different bodies of water can change the shape of land. (2-ESS2-3, 2-ESS2-4(MA))
Language Objectives	I can self-monitor my understanding and ask questions when I lose the meaning of the text. (SL.1.2.c) I can learn new words by associating closely related verbs and closely related adjectives. (L.5.2.b)
Vocabulary	brash: energetic and a little mischievous canal: a human-made waterway canyon: a deep valley with steep sides careen: to sway while moving frost: to cover with white, like ice or snow murmur: a low, continuous sound, as of a brook, the wind, or trees plume: a rising body of smoke or water

Text Talk U2 W3 D1

	quench: to satisfy reservoir: a place where water is collected shape: to form something spangle: glitter twilight: the early part of the evening with soft light weave: to zigzag
Materials and Preparation	• <i>Water Rolls, Water Rises</i>, Pat Mora Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Water rolls / onto the shore...” Read the book carefully to identify some instances of closely associated verbs and adjectives. For example, rolls, rises, sails high (pages 1-5) slithers and snakes (page 7) streams, slides, gliding (page 11) murmurs, whispers (page 20) swirls, twists, twirls (page 14) skidding, swooping, careening (page 23) Note: This is a dual language text. Reading in this lesson will focus on the English text and include interaction with Spanish to the extent allowed by the linguistic knowledge of the teacher and appropriate for the children in the class. • Water Images slides • projector and screen • whiteboard and marker • Writing Station Response: <i>Water Rolls, Water Rises</i>, 1 copy On the whiteboard, write the Writing Station prompt. • chart paper Prepare the Weekly Question Chart.
Opening 8 minutes	Introduce the book and purpose for reading. <i>Today we will read Water Rolls, Water Rises, written by Pat Mora and illustrated by Meilo So. It is written in English and Spanish.</i> Pause to acknowledge the linguistic assets of children and adults in the classroom community. <i>In this book, the detailed illustrations are of water around the world, based on real places. Today we will use these illustrations to describe water and how water changes the shape of land. We will also use the illustrations to help us learn some new descriptive words in the text.</i> <i>Let’s preview this book by doing a silent picture walk. Look at the</i>

	<i>illustrations and think about how you would describe these bodies of water.</i> Turn slowly through a few pages, and then stop. <i>Think about one of the pages that has captured your attention so far. Stop and think: what do the illustrations on the page make you imagine about the setting? How is water affecting the land in that setting?</i> Turn slowly through the same pages a second time while children think. <i>Now, turn to a partner and talk about the page you chose. Share what the illustration made you think about the setting. What information about landforms and bodies of water do we get from looking at this illustration?</i> Give children a minute or two to talk with partners. <i>Let's look silently at the rest of the illustrations.</i> Show each page silently. <i>What information about these places do you already have from the illustrations?</i>
Text and Discussion 16 minutes slides	<i>Meilo So created the illustrations for this book with watercolor paints. Let's look at photographs of a few of these same places.</i> Show the Water Images slides. Note that children have seen one of these photographs before, the Yangtze River (from Text Talk Week 1, Day 5). <i>How does seeing a photograph affect the impression you got from the illustration? Now what do you think about how water is shaping the land in these places?</i> Briefly harvest a few ideas about the connections between the illustrations and photographs.
pages 1-6	<i>Let's read the first few pages of the text. As I read, pay attention to the illustrations, and notice descriptive words that might have similar meanings, or meanings that are almost the same. We'll notice how the illustrations and language together help us describe the settings.</i>
pages 7-8	<i>Look at the illustrations. What do you notice?</i> <i>The text says that water "slithers and snakes." "Snake" and "slither" are words that describe the action of the water and that have similar meanings here. The language is comparing the movement of the water to the movement of a snake. [Use an arm and hand gesture to demonstrate.]</i>

	<i>How do the illustrations help you understand these words?</i> <i>Turn to a partner. How would you describe the relationship between land and water here, based on the illustrations and language?</i> Continue reading. Invite children to put a thumb up when they hear words that are challenging and similar, like “slithers” and “snakes.”
page 14	<i>How do the illustrations help you understand the words “twists” and “twirls?”</i> <i>Turn to a partner. How would you describe the relationship between land and water here, based on the illustrations and language?</i> Continue reading. Invite children to put a thumb up when they hear words that are challenging and similar, like “slithers” and “snakes.”
page 22	<i>Do you notice that understanding the text gets difficult? The author uses lots of new words and writes them in a poetic way. Thumbs up if that’s happening to you. You can use the illustrations to help you understand the words.</i> <i>Please ask questions if you are still confused. You can raise your hand and say, “I don’t understand _____,” and then we can discuss it together and see if we can figure out what the author means.</i>
End	Read to the end, pausing to discuss the illustrations, confusing poetic language (for example, “water rests, drowsy in reservoirs, its glistening silence shimmers”), and challenging words that are similar, as needed.
Key Discussion 13 minutes	Think, Pair, Share. <i>What do we know about water and how it changes the shape of land, based on these illustrations and the descriptions in this text? Cite a specific page as evidence as you talk with your partner.</i> Engage in a whole group discussion about children’s reactions to the illustrations and language of the text. Show the Writing Station Response sheet and refer to the prompt on the whiteboard. <i>This is the sheet you will use; it has the prompt at the top.</i> Read the whole prompt twice. The first time, read the prompt aloud. The

	second time, invite the children to read along. Clarify children's questions about the prompt.
Closing 1 minute	<i>Today we used illustrations to describe water and how water changes the shape of land. We also used the illustrations to help us learn some new descriptive words. You asked questions when you were still confused.</i> <i>Tomorrow, when we read Water Rolls, Water Rises again, we will pay close attention to the language again to see how the rhythm of the words adds meaning to the text. We'll also continue thinking about related words that are challenging.</i>
Weekly Question Chart 2 minutes	Begin the Weekly Question Chart. <i>Throughout this week, we will be asking and answering this question: How can water change land, and why does it matter? We will record our ideas here.</i> <i>In this book, we saw how water affects land in different places and how one author and illustrator uses specific words and paintings to depict this. Let's add this to our chart: Water and land look different in different settings. Authors can use poetic language to depict this.</i> Record this idea. <i>We can add more to our chart during the week.</i>
Standards	R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms. SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion. L.5.2.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). 2.T2.3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.

Ongoing assessment

Notes