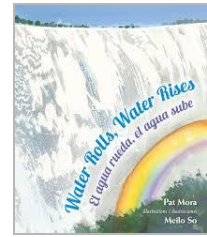


Unit 2: The Forces of Wind and Water



WEEK 3 Day 2

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

<b>Big Ideas</b>	<p>Wind and water can change the shape of the land.</p> <p>The changing shape of the land impacts people.</p> <p>People can change the shape of the land.</p>
<b>Weekly Question</b>	How can water change land, and why does it matter?
<b>Content Objective</b>	<p>I can describe how words and phrases give rhythm and meaning to a poem. (R.7.2.a)</p> <p>I can locate several important landforms and bodies of water on the map. (2.T2.1)</p> <p>I can explain how the location of landforms and bodies of water helps determine living conditions. (2.T2.3)</p> <p>I can describe how different bodies of water can change the shape of land. (2-ESS2-3, 2-ESS2-4(MA))</p>
<b>Language Objective</b>	I can learn new words by associating closely related verbs and closely related adjectives. (L.5.2.b)
<b>Vocabulary</b>	<p><b>brash:</b> energetic and a little mischievous</p> <p><b>canal:</b> a human-made waterway</p> <p><b>canyon:</b> a deep valley with steep sides</p> <p><b>careen:</b> to sway while moving</p> <p><b>frosts:</b> covers with white, like ice or snow</p> <p><b>gorge:</b> a deep valley with steep sides, like a canyon</p> <p><b>impact:</b> the power of one thing to change another thing</p>

**murmur:** a low, continuous sound, as of a brook, the wind, or trees  
**plume:** a rising body of smoke or water  
**quench:** to satisfy  
**reservoir:** a place where water is collected  
**spangle:** glitter  
**tulip:** flower  
**twilight:** the early part of the evening with soft light  
**weave:** to zigzag

**Materials and Preparation**

- *Water Rolls, Water Rises*, Pat Mora  
 Flag the following pages with sticky notes.
    - Qutang Gorge: pages 7- 8
    - Canals in Holland: pages 9-10
    - Minnesota rice fields: pages 19-20
    - Grand Canyon: pages 23-24
- Review the text for sets of related words on these flagged pages.
- *Water Rolls, Water Rises* excerpt, pages 7-8, cut to half-sheets, one for each pair of children
  - Text Talk notebooks and pencils
  - Prompts for Discussion chart
  - world map and pushpin
  - chart paper
- Prepare the following chart, *Water Rolls, Water Rises*.

Water Rolls, Water Rises		
Setting	What we notice about water	What we notice about landforms
Qutang Gorge, China		
canals, Holland		
rice fields, Minnesota, United States		
Grand Canyon, United States		

	<p>On the whiteboard, write:</p> <p>What special rhythms or sounds do you notice in the language?</p> <p>What does it make you think about?</p> <p>Why do you think the author wrote it that way?</p> <p>Leave some blank space on the whiteboard to list words during the lesson.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday, we read Water Rolls, Water Rises, written by Pat Mora and illustrated by Meilo So. Today when we read, let's listen to the way certain words and phrases give rhythm and meaning to the text. We'll also think about this text in the context of our study of water and landforms. We will focus on four pages, listening closely to the rhythm of the language and describing what we notice about the water and landforms.</i></p>
<p><b>Text and Discussion</b> 26 minutes pages 7-8</p>	<p>Distribute the text excerpts. Open the book to pages 7-8 (the Qutang Gorge).</p> <p><i>We will listen to this passage multiple times. I will read twice, and you can follow along. As we read, pay attention to the rhythm of the words and see if it helps you understand what it means.</i></p> <p>Read page 7 (and page 8, if possible) a few times.</p> <p>Point to the questions on the board and read them aloud.</p> <p><i>What special rhythms or sounds do you notice in the language?</i></p> <p><i>What does it make you think about?</i></p> <p><i>Why do you think the author wrote it that way?</i></p> <p>Arrange children in groups of three to discuss these questions. After a few minutes, have one or two groups share their responses, addressing one question at a time.</p> <p><i>Did you find any words that are closely associated, or related, to each other?</i></p> <p>List the words on the whiteboard. Highlight any words that relate to the weekly question, How can water change land, and why does it matter?</p> <p>Locate this setting as part of the Yangtze River in China, which children have seen previously in a photograph. Show the Yangtze River on the world map. The Three Gorges, of which the Qutang is one, are located about a third of the way along the river from its mouth or eastern end. Pin the area.</p> <p>Begin the <i>Water Rolls, Water Rises</i> chart.</p> <p><i>This page is an illustration of the Qutang Gorge. A <b>gorge</b> is like a</i></p>

	<p><i>canyon, a deep valley with steep sides. On this chart, let's start jotting down notes about the different settings we find in the book.</i></p> <p><i>What do you notice in the illustration and text about the water here in the Qutang Gorge? What do you notice about the landforms?</i></p>
<p>pages 9-10</p>	<p>Distribute Text Talk notebooks and pencils. Turn to pages 9-10 (canals in Holland).</p> <p><i>Let's listen to this passage; I'll read it twice. Remember to pay attention to the rhythm and the special language sounds and meanings.</i></p> <p><i>This time, think by yourself about our three questions. In your Text Talk notebook, write a note about each question. Writing a note can help you organize and remember your thinking.</i></p> <p>Read the questions aloud. Give children a few minutes to turn to a fresh page in their notebooks and respond in writing.</p> <p><i>Now, let's notice if there are any words we should add to our list of words that are related.</i></p> <p>Show and pin Holland on the map. Identify Holland as a country on the continent of Europe.</p> <p><i>This page represents the canals in Holland. A <b>canal</b> is a waterway constructed by people. What do you notice about this human-made waterway based on the illustrations and text? Why do you think the canal has flowers and plants? Turn and talk to a partner.</i></p> <p><i>Let's add any new ideas to our chart.</i></p>
<p>pages 19-20</p>	<p>Turn to pages 19-20 (Minnesota rice fields).</p> <p><i>Let's listen to this passage. I'll read the pages twice. Notice the special rhythms or sounds in the language? Why do you think Pat Mora wrote it that way? What does she want us to think about?</i></p> <p>After reading, have the group share a few ideas.</p> <p><i>Let's notice if there are any words we should add to our list.</i></p> <p>Locate Minnesota on the world map or on a map of the United States.</p> <p><i>This page represents the rice fields in the state of Minnesota. Did you know that people grow rice in the United States? What's going on here? Is this a landform? Is it water? What do you think, and why? Turn to a partner.</i></p>

	<p>Invite one or two pairs of children to share their ideas.</p> <p>Add information to the chart.</p>
pages 23-24	<p>Turn to pages 23-24 (Grand Canyon).  <i>Let's listen to this passage. I'll read the pages twice.          Notice the special rhythms or sounds in the language? Why do you think Pat Mora wrote it that way? What does she want us to think about?</i></p> <p>After reading, have the group share a few ideas.</p> <p><i>Let's notice if there are any words we should add to our list.</i></p> <p>Show the Colorado River and Grand Canyon on the map.  <i>This page represents the Grand Canyon. The Grand Canyon is made by layered bands of red rock. This rock has been carved out by the Colorado River after many years. You have seen the Colorado River before: Horseshoe Bend is part of this river! What do you think of this image of the Grand Canyon? What other landform is this like? Let's add our thinking to the chart.</i></p>
<b>Key Discussion</b> 12 minutes	<p>Engage in a whole group discussion about the chart, encouraging use of established classroom discussion prompts.  <i>Let's see what we have noticed about the language and the settings in this book.</i></p> <p>Some possible discussion questions:</p> <ul style="list-style-type: none"> <li>● How does the author use language to deepen our understanding about landforms and water?</li> <li>● What landforms are similar? Why?</li> <li>● What landforms are different?</li> <li>● What is the impact that water has had?</li> <li>● Are there any human-made landforms? What do you think about humans having an impact on the land?</li> </ul>
<b>Closing</b> 1 minute	<p><i>We have gathered a lot of information about important landforms and water around the world by looking closely at Meilo So's illustrations, comparing them to photographs, and listening to the sounds and rhythm of descriptive language. When you read on your own, you may want to read passages of your books aloud to see how they sound.</i></p>
<b>Standards</b>	<p><b>R.7.2.a</b> Describe how words and phrases supply rhythm and meaning in a text.</p>

	<p><b>L.5.2.b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p><b>2.T2.1.</b> 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).</p> <p><b>2.T2.3.</b> Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.</p> <p><b>2-ESS2-3.</b> Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.</p> <p><b>2-ESS2-4(MA).</b> Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.</p>
<p><b>Ongoing assessment</b></p>	<p>Note children’s conversation regarding rhythm and how sounds and phrases help provide meaning in a poem. Also make note of children’s contributions added to the chart.</p> <p>Do children describe rhythms and sounds and how they affect understanding of landforms and water?</p> <p>Do they explain how landforms and bodies of water are similar and different?</p> <p>Do they describe the impact of water on different landforms?</p>

**Notes**