

Unit 2: The Forces of Wind and Water

WEEK 5 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How can wind 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	batter: 1. to beat hard again and again; 2. to damage by beating destroy: to ruin completely grind: to crush or make by crushing into very small pieces or a powder particle: a tiny amount or piece transform: to change the form, look, or shape of something warn: to tell of a possible danger, to alert weather (v): to change, from being exposed to weather such as wind, rain, or sleet weathering: changes produced by exposure to weather
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. • Week 5 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 we are talking about wind, so the Weekly Words are ones we can use to talk about that. 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	batter (verb) Elaboration: <i>People sometimes beat or batter a rug—this is a way to clean it! You hit it over and over again so the dust and dirt that are stuck in it loosens and comes out. See all the dirt coming out of this rug?</i> <i>But if you batter a rug too hard or too often, you can damage or destroy the rug you are trying to clean. You can imagine making a spot where the rug is worn away from all the battering.</i> Think, Pair, Share prompt: <i>Picture ocean waves on a rocky coast. Do the waves beat or batter the rocks? What is the difference?</i>
	destroy (verb) Elaboration: <i>Some person or people built this sand castle on the beach, and now the waves are about to destroy it! It will be completely ruined, unable to be put back together.</i> Think, Pair, Share prompt: <i>Have you ever had something you made or cared about be destroyed? was it? What destroyed it? How did that feel?</i>
	grind (verb) Elaboration: <i>A mortar and pestle is a tool used for grinding—in this case, grinding spices to use in cooking.</i> Show a gesture of grinding by rotating a fist back and forth in the palm of the other hand. Think, Pair, Share prompt: <i>Water can help grind rocks. Describe the action of how this can</i>

	<i>happen.</i>
	particle (noun) Elaboration: <i>Sand is really just tiny particles, or bits, of rock or stone.</i>
	Think, Pair, Share prompt: <i>Can you describe how stones become particles of sand?</i>
	transform (verb) Elaboration: <i>When something transforms, it doesn't change a little bit, it changes a lot, sometimes into something completely different. Some things transform pretty quickly—like a ball of clay that you transform with your hands into a new shape—and some things transform over a long period of time.</i>
	Think, Pair, Share prompt: <i>What's something else that might transform quickly? What's something that takes a long time to transform?</i>
	warn (verb) Elaboration: <i>We warn someone about something before it happens, to keep that person out of danger. We see danger coming, and we do or say something to let them know to be careful or get out of the way. People often use signs to warn people about possible danger.</i>
	Think, Pair, Share prompt: <i>What are some words people use to warn each other about possible danger? What is a gesture, or body movement, you might use to warn someone?</i>
	weather (verb) Elaboration: <i>You know this word as a noun: weather is wind, sun, rain, snow... To weather, the action verb, is to be worn down or worn away from that wind and rain.</i>
	Think, Pair, Share prompt: <i>What do you think has caused this wooden, painted chair to weather?</i>
	weathering (noun) Elaboration:

	<i>We have seen weathering on landforms. This photo shows weathering on a stone statue in England. When this statue was first carved, the details were clearer. They have been worn down by the weather over many, many years.</i> <i>Look how the suffix -ing changes this word! To “weather” is a verb that describes the action of being worn down by rain, ice, or wind. The -ing suffix, in this case, makes the word mean the thing that happens from the action.</i> Think, Pair, Share prompt: <i>Try to explain in your own words how you think weathering happens.</i>
Closing	<i>This week we are thinking about how wind impacts land, and how this affects us. 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. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. 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 phonic 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.