

Unit 2: The Forces of Wind and Water

WEEK 6 Day 5

Vocabulary & Language

Answering a Weekly Question

Weekly Questions	Week 5: How can wind change land, and why does it matter? Week 6: How do people interact with the land?
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: Week 5	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: what happens when a part of a rock is loosened by nature; the breakdown of landforms into smaller pieces
Week 6	determine: to come to a conclusion expose: to uncover interact: to have an effect on or change one another preserve: to keep safe from harm or loss remove: to take away from shape (v): to give a certain form or shape to, to mold soak: to make completely wet uninhabited: not lived in
Materials and Preparation	• Week 6 Answering a Weekly Question sheets, one for each small group • pencils, one or two for each small group • Weekly Questions for Weeks 5 and 6, printed or projected • Weekly Words cards for Weeks 5 and 6

	• chart paper and markers (2 different colors) Strategically assign children to groups of four, and plan where each group will work around the classroom.
Opening	<i>This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i>
Key Activity	Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children's word use. While children work, select one group to present their response to the class. Have the group identify one or two members who will read the response aloud. After about 7 minutes, signal for children to finish their answers and return to the whole group. Invite the reader(s) from the selected group to present their response by first reading the Weekly Question they chose and then their response. <i>Please read your response slowly so I can write it down.</i> Write the response on the chart paper. <i>Let's see which Weekly Words they used! I'll read it again, and you can let me know when you hear a Weekly Word.</i> Read the response aloud, slowly, and pause as children identify Weekly Words. Circle those words with the contrasting marker. Invite children from other groups to signal if they also used any of the same words. Highlight the meaning of the word as different groups used it, noting its similarities and/or differences in context and usage.
Closing	<i>You have really packed words into your answers to the Weekly Questions!</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.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
Ongoing	Listen to children's conversations as they work.

