

Unit 2: The Forces of Wind and Water

WEEK 6 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How do people interact with the land?
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	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	Choose four words to teach each day, following the steps of the Weekly Words routine. • Week 6 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 are ones we can use to talk about not just land but the ways people interact with it. 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	determine (verb) Elaboration: <i>This woman is looking at her watch. She might be trying to determine how much time she has been exercising. Or she might be reading her watch to determine, or find out, how far she has run. She is using information from the watch to collect information she needs.</i> Think, Pair, Share prompt: <i>How do you determine when lunch time will be? What information do you use to find this out?</i>
	expose (verb) Elaboration: <i>Erosion can expose the roots of a tree.</i> Think, Pair, Share prompt: <i>What parts of our faces do we expose when we take off our masks?</i>
	interact (verb) Elaboration: <i>During the pandemic, we have learned to interact with each other in new ways. Instead of talking together in person, we sometimes talk online. We learned to interact online. When we interact, you do something, and that affects what I do next. For example, one of us asks a question, and that affects what the next person says.</i> Think, Pair, Share prompt: <i>How do you interact with people in the place where you live? How do you interact with people on a bus or in a store?</i>
	preserve (verb) Elaboration: <i>One way to have fresh berries in the winter is to freeze them in the</i>

	<i>summer. Freezing food preserves it, or keeps it safe to eat. Food is also preserved in cans and jars.</i> Think, Pair, Share prompt: <i>Why might it be important to preserve food?</i> <i>What is something else that is important to preserve? Why?</i> remove (verb) Elaboration: <i>Some things are easy to remove—for example, it is easy to remove a dish from the table—to take it away and put it in the sink.</i> <i>Some things are difficult to remove—like this coffee stain on the rug.</i> Think, Pair, Share prompt: <i>Why might people remove a tree stump from an area of land?</i> shape (verb) Elaboration: <i>Here someone shapes bread dough with their hands. They push and pull it so that it looks the way they want it to—maybe a long, thin loaf of bread or maybe a round one. Hands are the force that shapes the bread.</i> Think, Pair, Share prompt: <i>What are some forces that shape the land, and how does that happen?</i> soak (verb) Elaboration: <i>People soak dry beans to get them ready to cook. These beans are in a bowl full of water, so each bean is all the way wet.</i> <i>In the second picture someone is pouring water on the seedling so that the soil around it is soaked to make sure the seedling’s roots have as much water as the plant needs. When we add the suffix -ed to the verb “soak” we get an adjective that describes something: soaked.</i> Think, Pair, Share prompt: <i>What is a material that is easy to soak? Why do you think that is so?</i> Or: <i>When you take a bath or shower, what gets soaked?</i> uninhabited (adjective) Elaboration:
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	<i>Think about the word habitat—a place where animals and plants live. Do you hear part of that word in this one, uninhabited? The suffix un- means “not.” Uninhabited is a place where no one lives. An uninhabited place might be a house or apartment building, or a piece of land, like an island, where no one lives.</i> Think, Pair, Share prompt: <i>If you discovered an uninhabited place, what would you be curious to investigate there?</i>
Closing	<i>This week we are thinking about how people interact with the 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. 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 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.