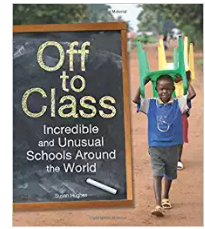


Unit 2: The Forces of Wind and Water

WEEK 8 Day 2



Text Talk *Off to Class: “Water, Water, Everywhere”*

Big Ideas	Wind and water can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	How do scientists share their ideas?
Content Objectives	I can use specific examples from the text to discuss how water impacts communities. (R.4.2) I can locate several countries and oceans on a map. (2.T2.1, 2.T2.2)
Language Objective	I can use new definitions for known words that have multiple meanings. (L.4)
SEL Objective	I can understand how communities are impacted by water and share my thoughts with a partner. (Social Awareness)
Vocabulary	architect: person who designs buildings, furniture, or communities bank: slope that borders a stream or river Bengali: a language spoken in Bangladesh climate change: general changes in climate, including temperature, rain, snow, and winds conservation: preserving and protecting natural resources glacier: huge mass of ice collected from snow falling over many years monsoon: heavy rains that cause floods swells: gets bigger and rises up riverbank: slopes that border a river runoff: water that runs off the surface instead of soaking in the soil stretch: a long area of land or water

Text Talk U2 W8 D2

	stock: to store
Materials and Preparation	• <i>Off to Class: Incredible and Unusual Schools Around the World</i>, Susan Hughes • world map and pushpin • <i>Off to Class: “Water, Water, Everywhere”</i> slides • projector and screen • Discussion Prompts chart On the whiteboard write: What is the impact of water on this community? Review the Inner Circle Outer Circle routine (Introduction, Part 2) for use in this lesson.
Opening 4 minutes slide 2	Introduce the book and show the front cover. <i>Today we will think about the effects of water on communities around the world. We are going to go back to this informational text, Off to Class: Incredible and Unusual Schools Around the World by Susan Hughes, and read the section titled “Water Water Everywhere.” It is about a special school in Bangladesh that has been affected by water.</i> Refer to the class map and point to Bangladesh, indicating that the country is located on the continent of Asia and making connections to other Asian countries children know. Put a pushpin on Bangladesh. Set a purpose for reading. <i>Today we are reading to find out how water affects the land and the community in Bangladesh. We are also reading to understand words with multiple meanings.</i> <i>First, let’s preview some vocabulary that will help us understand the setting in Bangladesh. The text opens by mentioning “monsoon season.” Put your thumbs up if you’ve heard of that.</i>
Text and Discussion 22 minutes page 8 slide 3	Read the first paragraph. <i>According to the text, monsoons are heavy rains that cause floods. Monsoons mostly occur in India and Southeast Asia because of how weather affects the Indian Ocean.</i> Refer to the world map. Point out the Indian Ocean and then the referenced countries, India and Southeast Asia.

	Read the first two sentences of the second paragraph. Pause after “overflow their banks.” <i>The text tells us that flooding caused by monsoons has grown worse because of climate change. Climate change includes changes in temperature, rain, snow, and winds. Most people agree that global warming, which is a change in the temperature of the earth’s surface, is causing the climate change we have now. One effect of climate change is glaciers melting.</i>
slide 4	Turn and talk. <i>What do you see in this photograph?</i> Read the caption.
slide 5	<i>This map shows where the Himalaya Mountains and the country of Bangladesh are in relation to each other. Based on the information in this map and the photograph of the Himalaya Mountains, why do melting glaciers from the Himalaya Mountains cause flooding in Bangladesh?</i> Gather a few ideas. Highlight the close proximity of the mountains to Bangladesh and the glaciers that cover them.
page 8 slide 6 (slide 3 repeats)	Finish reading the second paragraph. <i>Now turn and talk to a partner to predict: How might monsoons affect students and communities? What in the text have you heard so far to make you say that?</i>
page 9 slide 7	<i>Let’s find out how monsoons have changed schools in this part of Bangladesh.</i> Read the section “Unsinkable Schools.” <i>Mohammed started with one boat and now there are 90! It says they travel a 250-kilometer stretch of rivers and streams. Because Susan Hughes is writing about kilometers and miles, we understand that here, stretch means distance. That sounds like a long distance for the boats to travel.</i>
page 9 slide 8	Conservation here means saving natural resources, and Bengali is a language spoken in Bangladesh. <i>Now, try to imagine the boat school. What do you see?</i> Finish reading the selection. <i>What do you think about this last part? How have the boat schools helped girls go to school? Share your thoughts with your partner.</i>

Key Discussion 10 minutes	<i>Words like “bank” and “stretch” have more than one meaning. Like writers, scientists use precise vocabulary when they share their ideas and discoveries with others. The meaning of a word in a particular situation is very important in helping us understand what scientists and others want to communicate.</i> <i>Today we learned about one learning community in Bangladesh. Let’s talk about this question [refer to the board], What is the impact of water on this community?</i> Reintroduce and facilitate the Inner Circle Outer Circle routine. <i>Try to remember and use information from the text in your conversations.</i> Arrange children in their two circles, and reread the question on the board. As children talk, refer them to established classroom discussion prompts to encourage reciprocal and productive conversations. Assure that children speak to two or three different partners about this one question.
Closing 4 minutes	Gather children in the whole group. <i>How has water impacted the way people go to school? What connections can you make to what we learned in Unit 1?</i> Facilitate a brief discussion, highlighting connections to ideas developed in Unit 1. <i>Tomorrow, we will talk more about approaches to slowing down and preventing erosion in different places.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why. L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content. 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.T2.2 On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable. SEL.Social Awareness
Ongoing assessment	Note children’s responses when discussing the text. Do children cite evidence from the text in their conversations?

	Do children correctly use relevant and multiple meaning vocabulary in context? Do children use the map to identify specific places and oceans?
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Notes