

Unit 2: The Forces of Wind and Water

WEEK 1 Day 1



Text Talk Horseshoe Bend (photograph)

Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
Weekly Question	What are landforms?
Content Objective	I can describe photographs and compare the different representations of a landform presented in those photographs. (R.11.2.c, R.11.2.d)
Language Objective	I can name and discuss features of a landform as perceived through photographs. (SL.1.2)
SEL Objective	I can effectively communicate with my classmates using the Visual Thinking Strategies routine. (Relationship Building)
Vocabulary	horseshoe: a piece of iron (metal) shaped like the bottom of a horse's foot, attached to the hoof with nails landform: a feature of the Earth's surface, how the land is shaped
Materials and Preparation	• Horseshoe Bend slides • projector and screen • Writing Station Response: Horseshoe Bend, 1 copy for teacher • chart paper On the whiteboard, write the Writing Station prompt. On the whiteboard, write: How would you describe Horseshoe Bend? What information from the slides did you use to come up with your description? Be familiar with Visual Thinking Strategies (VTS). See Routines in the Introduction, Part 1.
Opening	<i>We are beginning a new study today! For the next several weeks,</i>

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1 minute	<i>we'll be exploring how wind and water can change land and what people can do about this. We'll be talking about landforms, how the land is shaped on the Earth's surface. [Identify "landforms" as a compound word, using the two parts "land" and "form" to understand the whole.]</i> <i>Before we begin talking about this, we're going to look at a couple of photographs, our first texts.</i>
Text and Discussion 26 minutes slide 2	Show slide 2 without offering any context. Use a brief VTS routine to uncover children's initial responses to and ideas about this photograph. The questions for the VTS routine are asked one at a time, paraphrasing children's contributions for shared understanding, probing children's thinking, and synthesizing the thinking of the group: <i>What's going on in this picture?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i>
slide 3	Show slide 3, and draw children's attention to the caption, and read it. <i>Does this caption give us any new ideas about the image? Turn and talk to a partner about what you think now.</i>
slide 4	Show slide 4 to give context to the name of this section of the river ("horseshoe"). <i>Now I'm going to show you another photograph of the same place from a different perspective.</i>
slide 5	Show slide 5. <i>What are you thinking now? Turn and talk with your partner about what this photograph makes you think about this place.</i>
slide 6	As time allows, point out the United States on the world map. Show slide 6 and situate the Colorado River in the western part of the country.
Key Discussion and Activity 10 minutes	Think, Pair, Share <i>Let's take one more look at this photograph.</i> Show slide 7. <i>How would you describe Horseshoe Bend? What information from the slides did you use to come up with your description?</i> People often seek out and interact with new landforms because they are awe-inspiring and beautiful. If the topic of beauty has not yet come up in

	the discussion, make space for it here. Introduce this week's Writing Station. <i>In our Writing Station this week, we will respond to this prompt: Describe this landform. What information from this photo and other slides did you use to come up with your description?</i> Read the prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt.
Closing 1 minute	<i>We are going to be looking at many different landforms and thinking about how they came to be shaped the ways they are. These photographs give us some things to think about!</i>
Weekly Question Chart 2 minutes	Introduce the Weekly Question Chart. <i>Throughout this week, we will be asking and answering this question: What are landforms? We will record our ideas here.</i> <i>In the slides we saw today, we noticed how different representations of Horseshoe Bend influenced our understanding of this landform. Let's add this to our chart: A landform looks different from different perspectives, and this influences how we think about the landform.</i> Record this idea. <i>We can add more to our chart during the week.</i>
Standards	R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic. 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. SEL. Relationship Building
Ongoing assessment	In this opening discussion, take note of what children notice and how they describe what they see. Do they notice important features of the landform? How do they compare the photographs? Do they use content-specific and descriptive vocabulary to describe what they see? Listen to the partner and group discussions. How do children describe the landform? What evidence do they use from the slides?

	Consider how children participate in this discussion, reflecting on children’s evolving sense of themselves as contributors to group learning.
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Notes