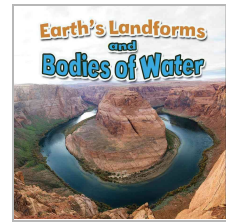


Unit 2: The Forces of Wind and Water



WEEK 1 Day 2

Text Talk

Earth's Landforms and Bodies of Water

Read 1 of 3 (pages 4-11)

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What are landforms?
Content Objectives	I can use a variety of text features to clarify details in a text. (R.4.2, R.8.2.b) I can identify the main topic of sections of text in order to describe examples of landforms. (R.5.2.b, R.11.2.c, R.11.2.d, 2-ESS2-4 (MA)) I can observe different maps and models of earth's landforms and begin to explain how they represent the world differently. (2.T1.2, 2-ESS2-2)
Language Objective	Through text features and embedded definitions, I can learn, understand, and use words about landforms and bodies of water. (L.4)
Vocabulary	canyon: a low landform with steep sides coast: land next to the sea delta: a triangle-shaped landform where the river meets a lake or ocean landform: a feature of the Earth's surface, how the land is shaped mineral: a substance formed in the earth, not of an animal or plant model: a small representation of something mouth (of a river): the end of a river where it meets a lake or an ocean narrow: not wide plateau: a high, level area of land representation: showing what something looks like shore: land along the edge of the water soil: dirt made of rocks and humus * steep: at a sharp angle

Text Talk U2 W1 D2

	stream: a natural flow of water that is smaller than a river surrounded: circled around on all sides (* surround, v.) valley: a long, low area between mountains or hills						
Materials and Preparation	• <i>Earth’s Landforms and Bodies of Water</i>, Natalie Hyde • Informational Text Features Chart, in a sheet protector, or affixed to or copied onto a chart • crayons for Matching Crayons routine • chart paper Prepare the chart, Learning about Landforms and Bodies of Water. <table border="1"> <tr> <th colspan="2">Learning about Landforms and Bodies of Water</th></tr> <tr> <td>What we know from experience</td><td>What’s new from the text</td></tr> <tr> <td></td><td></td></tr> </table>	Learning about Landforms and Bodies of Water		What we know from experience	What’s new from the text		
Learning about Landforms and Bodies of Water							
What we know from experience	What’s new from the text						
Opening 4 minutes	Introduce the book and elicit background knowledge about landforms and bodies of water. <i>In this unit, we are learning about landforms and the power of water and wind. We may not yet share the same understanding of what a landform is.</i> <i>Today, we will begin reading this book, Earth’s Landforms and Bodies of Water by Natalie Hyde, to strengthen our vocabulary, like “landforms,” and ideas that have to do with land and water. We will use the vocabulary and concepts throughout our study.</i> <i>What do you already know about landforms and bodies of water? Turn to a partner and share one thing you know about either landforms or water.</i> <i>Let’s write what we already think we know on this chart.</i> Write children’s ideas on the left side of the chart. <i>Earth’s Landforms and Bodies of Water is an informational text. It will help us build knowledge for our work in this unit, so we will read it over a few days.</i> Set a purpose for today’s reading. <i>The text features and layout in Earth’s Landforms and Bodies of</i>						

	<i>Water signal to us that this is an informational text. Text features are things like headings and captions. [Open a page and point to examples of each.] Layout is how the words and images are organized on the pages. These text features and layout choices give us important information that we might not learn by reading the text only.</i> <i>Today we will use the text features to help understand what is being read. We will also learn definitions for new words.</i> Refer to the chart. <i>When we come to new information, we can add it to this chart. Finally, we will determine what feature of the text was most helpful in learning about landforms.</i> Refer to the Informational Text Features Chart. <i>Some of these text features will appear in this book, and we'll find some of them in other texts we read in this unit.</i>
Text and Discussion 22 minutes Table of contents, Exploring text features	Turn to the Contents page. <i>This book is organized by sections that are listed here, in the Contents. The purpose of a Contents page is to organize the book and show us topics we can find on certain pages. It's often called a "table of contents, and it's one feature of an informational text.</i> Indicate table of contents on the Informational Text Features chart. <i>We can flip to a topic listed in the table of contents if we are interested in something specific, like this one, "Models of Earth." I'm interested in finding out what they mean by "models." Let's turn to that page.</i> Demonstrate turning to page 18, "Models of Earth," and finding the section heading. <i>It looks from the pictures and captions that this page is about maps. Maybe "models" means maps. We can come back to this later to find out.</i> Turn back to the Contents page. <i>The section headings listed here and at the top of the pages help us organize our reading. They might also spark our thinking and make us curious.</i> Flip through the first few pages of the text, narrating but not reading. <i>This book has photo images with captions that give us more information. There are also sections that alert our attention, called "What do you think?" We can call these sections fact boxes or sidebars. [Refer to Informational Text Features.] In this book, these</i>

	<i>sidebars ask us questions about what we just read. As we read, let's try to answer some of these questions.</i>
page 4	Model thinking aloud about landforms. <i>The text says that mountains, hills, valleys, plains, and plateaus are on Earth, and that they are shapes on the Earth called landforms. As a reader, I am starting to understand that landforms are shapes on Earth, but I think I'll need to read more and see more pictures to be completely sure. Put your thumb up if you already know what a plateau is. Like many of you, I am not sure yet what plateaus are. I hope the book will give us definitions of this and other landforms.</i>
page 5	<i>The text is already telling us what a model is. It says here that a model is a representation of a real object. What does that mean?</i> Harvest a few ideas and affirm connections children make. Offer a definition. Then, finish the paragraph. Refer to the question at the end of the page (What do you think the colors show?), and invite a few children to respond. Then, point to the text features chart, and model referencing the caption on the map that tells what the color white represents. <i>We have read two paragraphs about Earth's landforms. What do we know now from the text? What were these paragraphs mostly about? What are some details we know? Let's jot these down on our chart.</i> Write children's ideas from the text on the right side of the chart. If children volunteer information that is not pulled directly from the text, emphasize this by writing on the left side of the chart.
page 6	Read page 6. Pause to define any tricky vocabulary, such as gravel, boulders, concrete, and minerals. Then skip "Where things grow" on page 7 and read the "What do you think?" section. (Mention that the class will learn more about soil next week.) <i>What do <u>you</u> think? Turn to your partner and try to convince them why you do or do not think that a mountain can become sand over time. Remember to use evidence from the text to support your thinking.</i>
pages 8-9	Show pages 8 and 9 without reading the paragraphs. Read the caption on page 9. Model thinking aloud. <i>Look at this picture. Let's read the caption. [Reference the text features chart.]</i> <i>When we look at the picture together with the caption, we get a lot of information about what a plateau is. This photo and caption</i>

	<i>have important information for us even before we have read the paragraph. When you are reading informational text, it's important to pay attention to captions and photos, too.</i> Read the main text on pages 8 and 9. Stop to address questions. <i>Now we understand from the text what a plateau is. When we put the information from the paragraph together with the photo and the caption, we get a really good sense that a plateau is a high flat landform! Let's try to answer the question in the "What do you think?" section: How is a plateau different from a mountain?</i> Stop to add new ideas to the chart. Use the Matching Crayons routine to have children talk as partners. <i>Before we read the next two pages, let's discuss what we have learned so far from the text. Turn to your partner. Each person will tell two new things you now know about landforms. Later, we'll share and add ideas to our chart.</i>
page 11	Finish reading through page 11. Optional stopping places, depending on time or interest, include: • After page 10: <i>What are important low landforms? What makes them special?</i> • After page 11: <i>What is a plain?</i> Show the image of the Grand Canyon on the book's cover. This will be familiar from the previous day's lesson. Compare this image with the image on page 10. <i>What is the same in these two images? What is different? How do these two perspectives help us understand landforms in the Grand Canyon?</i>
Key Discussion 12 minutes	<i>Let's review our chart.</i> Read both sides of the chart. Quickly address any questions. Use the Numbered Heads Together routine. <i>Two partners will meet with another two partners to make groups of four. Turn to face each other, and share one thing you learned about landforms that you didn't know before we started reading this book. Share what feature of the text was most helpful in learning that concept. (Was it the paragraphs we read? the "What do you think?" sections? the photos with captions?)</i> After groups talk, invite one child from each group share the new understandings they identified and where that information came from. As children share, highlight and define new vocabulary. As appropriate, add

	ideas to the Weekly Question Chart.
Closing 1 minute	<i>Today we noticed some important features of this informational text—photos, captions, the main text, and extra text—and we noticed how putting these together gave us more information. We began to explain what we are learning about representations of landforms. When we return to this book, we will continue talking about how to determine the main topics of a text.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why. R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs. R.8.2.b Explain how various text features (e.g., headings, bold print, index, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. 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. L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies. 2.T1.2 Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently. 2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. 2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.
Ongoing assessment	Listen in and take notes during children’s conversations. Do children use the text features and images to clarify the text? Do they identify the main topics of sections of text? Do they use text features and embedded definitions to define key vocabulary related to the topic? Do they identify which text features helped them understand the text the most? Do children begin to describe maps and changing landforms? These observations, combined with the upcoming reading response, will provide information about children’s understandings of landforms and bodies of water.