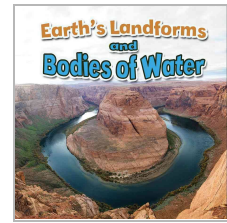


Unit 2: The Forces of Wind and Water



WEEK 1 Day 3

Text Talk

Earth's Landforms and Bodies of Water

Read 2 of 3 (pages 12-19)

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What are landforms?
Content Objectives	I can identify the main topic of a multiparagraph text, as well as the focus of specific paragraphs within the text. (R.5.2.b) I can use my background knowledge and informational text features to describe landforms and bodies of water and explain how they affect one another. (R.8.2.b, 2-ESS2-2) I can describe how maps and globes represent landforms and bodies of water. (2-ESS2-2) I can use examples from the text to describe various bodies of water. (2-ESS2-3)
Language Objective	Through text features and definitions in the text, 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

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	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 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 • Learning about Landforms and Bodies of Water chart, from Day 2 • <i>Earth's Landforms and Bodies of Water</i> excerpts, one for each pair of children • globe, if available • Discussion Prompts chart, from Unit 1 On the board, write: How does the photograph and caption help us understand what a <u>delta</u> is? What in the picture helps us know what a <u>channel</u> is? What do we know from the text about <u>glaciers</u>?
Opening 5 minutes	Reintroduce the book. <i>Yesterday, we started to read part of the book, Earth's Landforms and Bodies of Water by Natalie Hyde. This book tells us important information about the shape of our Earth. Today we will finish reading the book.</i> <i>Before we start, let's use our bodies to show what we remember about landforms. Everyone stand up. I'll name a landform, like delta, plateau, or hill, and you can represent that landform with your body.</i> Turn to illustrations in the text to show images of landforms as they are named. Participate alongside the children. Draw children's attention to each other's different ways of representing these landforms. Suggest that they can use these body shapes as they act in the Writing and Storytelling Studio. Set a purpose for today's read. <i>Today we will learn more about landforms and start reading about bodies of water. We will also think about how these are represented in maps and other models.</i>

	<i>Listen closely to the content of the paragraphs. Today, we will read to find out the main topic of a section and then, within that, what each paragraph is mostly about. We will also continue to add information to our charts.</i>
Text and Discussion 24 minutes pages 12-13, Contents	Read the heading on page 12 and the subheading on page 13. <i>Notice how these two pages have headings, but one is in larger type and one is in smaller type? This means that “Land near water” is the main heading of this section and “Where rivers meet the sea” is a subheading; it is part of the bigger section. Headings and subheadings are features of informational text. Refer to the Information Text Features chart.</i> Turn back to the Contents page. <i>When we look at the table of contents, we find this larger heading, “Land near water” listed, and we see that it is found on page 13. The subheading “Where rivers meet the sea” isn’t listed here, because it’s part of the larger section.</i> <i>Let’s read to find out about land near water.</i>
page 12	Pause on any tricky vocabulary, like coastline and surround. <i>What is this paragraph mostly about? What does the author want us to know here?</i> Harvest ideas from the group. Use these ideas to formulate a sentence. <i>Let’s write a sentence together that tells what the paragraph is mostly about.</i> Write this sentence on the right hand side of the Learning about Landforms and Bodies of Water chart. <i>What are some details about the places where land meets water? What is some important vocabulary in this part of the text?</i> List details as bullet points underneath the sentence. Highlight and include key vocabulary. <i>When we read, we can pause after each paragraph to do this kind of thinking. We can ask ourselves: What is this paragraph mostly about? And what are some details that go with that?</i>
page 13	Read page 13. Harvest a few responses to the following questions. <i>What is this paragraph mostly about? What makes this section special? Why do you think this paragraph is under the larger heading “Land</i>

	<i>near water”?</i>
<i>Earth’s Landforms and Bodies of Water</i> excerpt, page 13	<i>Let’s look closely at an excerpt from the text that shows a photograph and its caption.</i> Distribute the Earth’s Landforms and Bodies of Water excerpts, one to each pair of children. Refer to the questions on the board. <i>Read the first section with a partner and discuss these questions.</i> <i>How does the photograph and caption help us understand what a delta is?</i> <i>What in the picture helps us know what a channel is?</i> Bring the children’s attention back to the whole group. <i>What did you find out as you read this excerpt together?</i> Address any misconceptions that arose.
page 14	<i>Let’s continue reading. The next section is called “Where is water found on Earth?” When we look at the pictures on these two pages, we notice right away that the pages look different from others. Let’s see what we’ll find out.</i>
page 15	Continue reading. Stop at the end of page 15. <i>What do we find out on this page? Why do you think it was organized this way?</i> Harvest a few ideas. Articulate the reading process. <i>This page is not written in paragraphs, so we cannot read it straight through to find out what’s most important. Instead, each image has a caption. Readers have to jump to each image and caption. The images plus the captions tell us about different bodies of freshwater. Look: from the pictures we can see the difference between a lake and a stream.</i> <i>When we read informational text, we think carefully about images and captions in addition to reading paragraphs closely.</i> Refer to the Information Text Features chart.
pages 16-17, <i>Earth’s Landforms and Bodies of Water</i> excerpt	Slowly read pages 16 and 17. Have children read along with their excerpts. <i>Turn to a partner to talk about details. What are all of the things we know from these two paragraphs about glaciers?</i> <i>Now ask your partner: What is the most important thing about glaciers? Why do you say that?</i> Bring the group back together and compose a sentence to add to the Learning about Landforms and Bodies of Water chart.

	<i>Let's write another sentence telling what the section called "Frozen solid" is mostly about. We can add some details underneath: what new information did we learn about ice? What words are important?</i>
pages 18-19	Read pages 18-19. Point out the section "What do you think?" <i>Yesterday, we wondered what models might be. Now we know that maps are models, and that a globe is also a model [refer to the globe, if available]. These two models give us information about the Earth—some of it the same, and some of it different.</i>
Key Discussion 10 minutes	<i>Now that we have finished reading the book, let's add some more to our chart about landforms and bodies of water. What's new that you have learned?</i> Facilitate a discussion referring to the Discussion Prompts chart and encouraging children to use any other prompts for accountable talk that the classroom community has adopted.
Closing 1 minute	<i>Today we read to describe more about how bodies of water impact landforms. We also read to determine the main topic of a section and what each paragraph is mostly about. When you read informational texts on your own, this is a strategy you can use to organize your thinking. You can also pay attention to text features such as images and captions. Throughout this unit, we will be learning a lot of new information about the forces of wind and water on land. It will be helpful to think about what the texts we read are mostly about and to identify details that support that.</i>
Standards	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, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. 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 an array of strategies. 2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. 2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.
Ongoing assessment	Listen in and take notes during children's conversations. Do they identify the main topics of text and the focus of specific

	paragraphs? Do they use text features to locate information? Note how children read the text and discuss in partners. What do children grasp from the text? What misconceptions arise? Observe how children grapple with new conceptual understandings of landforms, bodies of water, and representations of these. How do children describe landforms and bodies of water? Do children clarify the meanings of new words and phrases using many strategies?
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