

Unit 2: The Forces of Wind and Water

WEEK 1 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	What can we learn about 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	area: place or region cause: to make happen feature: a part or quality of something raised: elevated steep: at a sharp angle surface: the top layer surround: to circle around on all sides wear: to cause to become damaged through long use, friction, or exposure
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. • Week 1 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>Today we are beginning a new study: The Forces of Wind and Water. Our Weekly Words come from the texts that we read and the unit's big ideas. Today's words are: _____, _____, _____, and _____.</i> New: 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	area (noun) Elaboration: <i>This field and park area is a large and stretches across this city.</i> Think, Pair, Share prompt: <i>What is an area of our schoolyard where you like to be? What is special about that area?</i>
	cause (verb) Elaboration: <i>You might know this game—Jenga. Pulling a block out might cause the whole tower to fall down. Players try not to let that happen!</i> Think, Pair, Share prompt: <i>What is something that causes you to feel happy?</i>
	feature (noun) Elaboration: <i>One feature of this classroom is its large windows that let in lots of natural light.</i> Think, Pair, Share prompt: <i>What is a feature of our school that you think is positive?</i>
	raised (adjective) Elaboration: <i>We learned the verb raise, meaning to go up or to make more. When we add the suffix -ed, we make it an adjective, raised. This picture shows a raised desk; it’s higher, or taller, than a regular desk.</i> Think, Pair, Share prompt: <i>Why might someone want to work at a raised table or desk?</i>
	steep (adjective) Elaboration:

	<i>What a steep slide! It doesn't have a low or gentle angle or slope.</i> Think, Pair, Share prompt: <i>What does it feel like to walk up a steep hill?</i> surface (noun) Elaboration: <i>This insect, called a water strider, can stay and move on the surface of the water. It doesn't sink; it stays right on the top of the water.</i> Think, Pair, Share prompt: <i>Put your hand on the surface of something near you [rug, floor, table] and describe it. You can say, "The surface of the _____ feels _____."</i> surround (verb) Elaboration: <i>A fence surrounds a garden. It's made of wood and wire, it has a gate for people to come in, and it goes all the way around the garden to protect it from animals that might come by to nibble the plants.</i> Think, Pair, Share prompt: <i>Think of places where you might find a fence. Why does a fence surround one of those places?</i> wear (verb) Elaboration: <i>People have been walking up and down these stairs, causing them to wear. We can see that the paint and wood don't look fresh anymore.</i> Think, Pair, Share prompt: <i>What might cause our clothes or shoes to wear?</i>
Closing	<i>This week, we're beginning a new study about the effects of wind and water on land. The words we're studying 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 word relationships and nuances in word meanings.

