

Unit 2: The Forces of Wind and Water



WEEK 1 Day 5

Text Talk Yangtze River (photograph)

Big Ideas	Wind and water can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	What are landforms?
Content Objectives	I can identify the continent Asia on a world map and situate the Yangtze River on that map. (2.T2.1) I can explain how the location of landforms and bodies of water helps determine how people live there. (2.T2.3) I can describe how humans interact with the Yangtze river. (2.T2.4)
Language Objective	I can discuss how a physical feature (the Yangtze River) can be represented in multiple ways. (2.T1.2, SL.1.2.a, SL.1.2.b)
SEL Objective	I can build relationships and think together with my peers using the Visual Thinking Strategies routine. (Social Awareness, Relationship Skills)
Vocabulary	landform: a feature of the Earth's surface, how the land is shaped landscape: all the features of a piece of land that are visible mountain: an area of land that rises high above the land around it river: water that flows across land and into a lake or the ocean
Materials and Preparation	• Yangtze River slides • projector and screen • world map and pushpins • <i>Earth's Landforms and Bodies of Water</i>, Natalie Hyde • Week 1 Weekly Question Chart On the whiteboard write: How is the Yangtze river depicted in multiple ways and why does

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	this matter? How might people's communities be affected by the land and water where they live?
Opening 1 minute	<i>The photograph we are about to look at includes some interesting landforms. You'll be able to make connections to the text we've been reading this week, Earth's Landforms and Bodies of Water. Let's take a look.</i>
Text and Discussion 19 minutes slide 2	Show slide 2. This photograph includes a caption with photographer, title, and date. Use the VTS routine to uncover children's initial responses to and ideas about the photograph. First allow children a moment to look, and then read the caption. The questions for the VTS routine are asked one at a time, paraphrasing children's contributions to ensure 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> <i>As we see in the caption, this is a photograph of part of the Yangtze River in China. It's a long river, important to many communities in China. Wushan is the name of this city.</i> With children's input, locate China and the Yangtze River on the world map and mark them with pushpins. <i>Edward Burtynsky, the photographer who took this picture, has traveled all over the world photographing bodies of water. He is interested in how bodies of water impact people who live near them, and how people impact bodies of water.</i>
slide 3	Show slide 3, with a physical map of China. <i>This map gives us information about how the land in China is different from one area to another. The Yangtze River stretches way across the country. What do you notice about where it begins and ends?</i> Give children a few minutes to look at this map and offer impressions about it. They will likely notice the variations and changes in color and recall how colors on physical maps indicate landforms. The map's labels offer further information: desert, plateau, mountains (Himalayas). Record questions in order to revisit them, and connect children's ideas to other discussions from Science and Text Talk this week. Do not attempt to answer

	all questions at this point, as children will have many more experiences from which to build knowledge.
slide 4	Compare images on slide 4. <i>Let's look at these two images together. What do you notice?</i> Facilitate a discussion, supporting the use of descriptive and precise language. Refer to vocabulary surfaced in the previous days' readings of <i>Earth's Landforms and Bodies of Water</i>, showing the book as is helpful.
slide 5	Invite children to compare this depiction of the Yangtze River to the one in the photograph.
Key Discussion 10 minutes	Think, Pair, Share. Prompt 1: <i>How is the Yangtze river depicted in multiple ways, and why does this matter?</i> Prompt 2: <i>How might people's communities be affected by the land and water where they live?</i> Harvest children's ideas in the whole group.
Closing 1 minute	<i>Today we noticed and discussed some photographs of the Yangtze River in China. We considered the different ways the Yangtze river is depicted. We also described how the Yangtze river changes the shape of land and how people impact and are impacted by the river.</i>
Weekly Question Chart 5 minutes	Refer to the Weekly Question Chart. Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: landforms can be high like mountains or low like valleys. There can be different perspectives and representations of the same landform or body of water. Save this chart for use in Week 5.
Standards	SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. 2.T1.2 Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently. 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.T2.3 Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living. 2.T2.4 Explain and describe human interaction with the physical world (the environment). SEL. Social Awareness SEL. Relationship Skills
Ongoing assessment	Take note of what children notice and how they describe what they see. Do children infer accurate and interesting information when just looking? Keep a list of content-specific and descriptive vocabulary children apply to this image, and build on it over the course of the study. How do children compare the images? What vocabulary do they use to compare the images? Consider how children are building content knowledge and vocabulary. How do children understand landforms after this first week of study? How do children describe the impact of changing landforms on people, if at all? What important ideas are starting to form? What questions seem to intrigue them? What misconceptions will need to be addressed? Note the children's engagement with the VTS routine and how they listen to and build on each other's ideas.