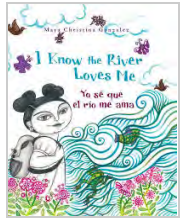


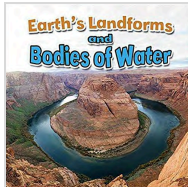
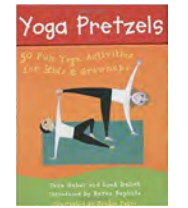


Unit 2: The Forces of Wind and Water

WEEK 4 At a Glance

<p>Weekly Question: What is our relationship with water?</p>			
<p>Texts</p>    	<p>Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>approach (n), approach (v), barrier, deposit, fertile, relationship, sediment, suitable</i> Day 3: Capitalization Day 4: Capitalization Day 5: Answering a Weekly Question</p> <p>Text Talk Day 1: <i>I Know the River Loves Me</i>, Read 1 Day 2: <i>I Know the River Loves Me</i>, Read 2 Day 3: “Natural Erosion Can Be Good” (informational text) Day 4: Erosion at the Nile River, Egypt (slides) Day 5: The Changing Mississippi River (slides) and Slowing and Preventing Erosion charts</p>		
	<p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>Water Rolls, Water Rises</i>) Science Literacy: How can water change the shape of land? Vocabulary: Choose 3!, Think About It Word Work: choose from activities Writing: follows from Text Talk Week 1, Days 1 and 3</p>		
<p>Mentor texts</p>  	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering Lesson 1: The Forces of Water on Land Lesson 2: The Forces of Water on Land: Discussion</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios Children use materials in each studio to try out the procedures their classmates have written.</p> </td> </tr> </table> <p>Writing: Report Day 1: Deconstruction: Introduction to Report Day 2: Choosing and Researching Landforms Day 3: Deconstruction and Joint Construction: Adjectives Day 4: Joint Construction, Individual Construction Day 5: Feedback and Revision</p>	<p>Science and Engineering Lesson 1: The Forces of Water on Land Lesson 2: The Forces of Water on Land: Discussion</p>	<p>Studios Children use materials in each studio to try out the procedures their classmates have written.</p>
<p>Science and Engineering Lesson 1: The Forces of Water on Land Lesson 2: The Forces of Water on Land: Discussion</p>	<p>Studios Children use materials in each studio to try out the procedures their classmates have written.</p>		

Unit 2: The Forces of Wind and Water

WEEK 4 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What is our relationship with water?
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	approach (n): a way of doing or dealing with something approach (v): 1. to come or go near to; 2. to begin or prepare to work on barrier : something that blocks the way deposit (v): to place or put down fertile : able to produce farm crops or other plants relationship : connection sediment : material deposited by water, wind, or ice suitable : right for the situation, appropriate
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">• Week 4 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	<p><i>This week’s Weekly Words are ones we can use to talk about people’s relationship with water. Today’s words are: _____, _____, _____, and _____.</i></p> <p>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,</p>

	<p>remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>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.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>approach (noun) Elaboration: <i>Here is a word that can be used as a noun or a verb. Here, it is used as a noun; it names something. One person has a one-handed approach to bowling; the other person has a two-handed approach. They can both knock down the bowling pins at the end of the alley!</i></p> <p>Think, Pair, Share prompt: <i>What is your approach to drawing a picture of something you have not drawn before? What is your strategy for getting started?</i></p> <hr/> <p>approach (verb) Elaboration: <i>Here, approach is a verb, an action. This swimmer approaches the water head first! We can say that the swimmer plunges headfirst into the water!</i></p> <p>Think, Pair, Share prompt: <i>If you were going into cold water, how would you approach it? Would you go in with small steps, or by plunging right in?</i></p> <hr/> <p>barrier (noun) Elaboration: <i>Cars can’t leave this parking lot until a driver pays money to open the gate. The gate is a barrier. A barrier can be put up for safety; the fence behind a baseball player keeps balls from going toward the people who are watching the game!</i></p> <p>Think, Pair, Share prompt: <i>Try to name another barrier you find in your life. Think of something that blocks the way, or prevents some kind of movement.</i></p> <hr/> <p>deposit (verb) Elaboration:</p>

We deposit letters in a mailbox. That's one way we can communicate with people far away. The mail carrier picks it up and sends it on its way.

In our study, we are thinking about how water picks up and deposits dirt in other places to change the land.

In both cases, the meaning is to put something down in a place.

Think, Pair, Share prompt:

What do you deposit in your cubby when you come to school each morning?

fertile (adjective)

Elaboration:

*We can tell the difference between fertile land and **infertile** land by looking at whether plants can grow there. Soil in a river's delta is very fertile, because of all the nutrients that are transported, or carried, there by the movement of the river.*

Think, Pair, Share prompt:

If you were a farmer with a plot of fertile land, what would you grow?

relationship (noun)

Elaboration:

What we eat affects how healthy we are; there's a relationship between food and health.

Think, Pair, Share prompt:

Think about a rainy or very cold day. What's the relationship between the weather and your activities?

sediment (noun)

Elaboration:

*In these jars we can see how, if you leave cloudy water to sit **still** for a while, the sediment, or tiny pieces of matter, sink to the bottom. Sediment is what water moves from one place to another; when sediment builds up, land is formed.*

Think, Pair, Share prompt:

Have you ever noticed any sediment on the street after a storm? What did you see?

suitable (adjective)

Elaboration:

This child's coat is suitable for the weather—a raincoat is just right

	<p><i>for a rainy day! A raincoat would not be suitable for a hot, sunny day at the beach.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of clothes are suitable for a very cold day?</i></p>
Closing	<p><i>This week we are thinking about our relationship with water. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</i></p>
Standards	<p>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.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child's vocabulary growth over time.</p>

Notes



approach

noun

<https://blog.pitsco.com/blog/get-bowled-over>, <https://blossomemoore.com/2013/11/05/inclusion-its-critical/>



approach

verb

[https://en.wikipedia.org/wiki/Diving_\(sport\)](https://en.wikipedia.org/wiki/Diving_(sport))

Weekly Words U2 W4

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



barrier

noun

<https://www.sealitup.ca/products/barrier-gates/>,
<https://www.mlb.com/news/melissa-mayeux-france-eligible-sign-mlb/c-132044338>



deposit

verb

<https://www.washingtonpost.com/business/2020/08/14/people-are-freaking-out-about-mailbox-removals-postal-service-says-its-routine/>

Weekly Words U2 W4

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



fertile

adjective

<https://blog.nationwide.com/fertile-soil/>



relationship

noun

<https://www.raps.org/news-and-articles/news-articles/2018/7/nutrition-in-health-and-disease-management>

Weekly Words U2 W4



sediment

noun

<https://www.frogenvironmental.co.uk/clearflow-sediment-control/>



suitable

adjective

<https://www.publicdomainpictures.net/en/view-image.php?image=29819&picture=child-in-a-raincoat>

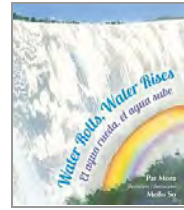
Weekly Words U2 W4

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Unit 2: The Forces of Wind and Water

WEEK 4 Day 3



Vocabulary & Language

Capitalization

Weekly Question	What is our relationship with water?
Language Objective	I can determine whether to use a lowercase or uppercase letter when referring to a place. (L.2.2.a)
Materials and Preparation	<ul style="list-style-type: none"> ● Capitalization slides Note: This lesson uses slides 1-7.
Opening	<p><i>You already know a lot of rules about using capital, or uppercase, letters. You know that in English we capitalize the first word in a sentence and the word "I."</i></p> <p><i>Today we are going to discuss when to use capital letters when writing the names of places.</i></p>
Discussion	<p><i>Last week we read Water Rolls, Water Rises. Here is one page from that book. Let's reread it together.</i></p>
slide 2	
slide 3	<p><i>On this page, the word "rivers" begins with a lowercase letter. It is used as a general noun, referring to all rivers.</i></p>
slide 4	<p><i>On this page, the word "river" begins with an uppercase letter. It names the specific river that inspired the artwork. The river's name is the Yangtze River.</i></p> <p><i>Which other words on this page begin with uppercase letters? Why?</i></p> <p>Harvest the children's ideas.</p> <p>Reinforce/explain that the names of geographic places begin with uppercase letters.</p>
slide 5	<p><i>Here is another image from Water Rolls, Water Rises. The notes for this image say, "Inspired by a village in Peloponnese,</i></p>

	<p><i>Greece.”</i> <i>In this sentence, do you think “village” begins with a lowercase or uppercase letter? Why?</i> Harvest the children’s ideas.</p>
slide 6	<p><i>Here, “village” begins with a lowercase letter because it is not giving the name of the specific village.</i> <i>Some words on this page are covered. Those words say “Peloponnese, Greece.”</i> <i>Do you think those two words begin with lowercase or uppercase letters? Why?</i></p>
slide 7	<p><i>These words both begin with uppercase letters. “Peloponnese” is the name for a region of the country of Greece.</i></p>
Closing	<p><i>Today we learned that the names of specific places begin with uppercase letters. Tomorrow you will write sentences that include the names of places.</i></p>
Standards	<p>L.2.2.a Capitalize holidays, product names, and geographic names.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding capitalization of geographic names. Do they accurately identify which words name specific places? Do they accurately identify which words should be capitalized?</p>

Notes

Unit 2: The Forces of Wind and Water

WEEK 4 Day 4

Vocabulary & Language
Capitalization

Weekly Question	What is our relationship with water?
Language Objective	I can determine whether to use a lowercase or uppercase letter when referring to a place. (L.2.2.a)
Materials and Preparation	<ul style="list-style-type: none">• Capitalization slides, from Day 3• paper and pencil, one for each child
Opening	<i>Yesterday you explored words that named places, some that began with lowercase letters and some that began with uppercase letters.</i>
Discussion slide 8	<p><i>Remember, when a word is a general noun, naming a group of places, like “rivers,” the word begins with a lowercase letter. When the word talks about a place but does not name it specifically, like “village,” it also begins with a lowercase letter.</i></p> <p><i>When the word names a specific place, like “Yangtze River” or “Greece,” it begins with an uppercase letter.</i></p>
slide 9	Review the instructions on the slide. Review capitalization rules on the previous slides as necessary. Offer children some ideas of places they might write about, as relevant to their lives and places they have been learning about.
slide 10	Guide children to share their sentences in pairs.
	Bring the class back together. Invite a child to share their sentences. As a class, discuss how the sentences demonstrate the different meanings of the word. Repeat the process with other children, as time allows.
Closing	<i>Today you wrote sentences about places. You used lowercase letters to name places generally and uppercase letters to name specific places.</i>

Standards	L.2.2.a Capitalize holidays, product names, and geographic names.
Ongoing assessment	Review children’s sentences. Do they use capitalization accurately for the places they refer to? Reflect on the class discussion. Do their rationales reflect understanding of which words require uppercase letters?

Notes

Unit 2: The Forces of Wind and Water

WEEK 4 Day 5

Vocabulary & Language
Answering a Weekly Question

Weekly Questions	Week 3: How can water change land, and why does it matter? Week 4: What is our relationship with water?
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: Week 3 Week 4	<p>carve: to form by cutting fill: to take up all or most of the space flow (v): to move in a smooth, steady stream impact: a strong and powerful effect plunge: to move suddenly forward or downward stream (n): a small, flowing body of water, a brook or creek stream (v): to flow wear (n): damage caused by use</p> <hr/> <p>approach (n): a way of dealing with something approach (v): 1. to come or go near to; 2. to begin or prepare to work on barrier: something that blocks the way deposit: to place or put down fertile: able to produce farm crops or other plants relationship: connection sediment: material deposited by water, wind, or ice suitable: right for the situation, appropriate</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Week 4 Answering a Weekly Question sheets, one for each small group ● pencils, one or two for each small group ● Weekly Questions for Weeks 3 and 4, printed or projected ● Weekly Words cards for Weeks 3 and 4 ● chart paper and markers (2 different colors)

	Strategically assign children to groups of four, and plan where each group will work around the classroom.
Opening	<i>This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i>
Key Activity	<p>Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children's word use.</p> <p>While children work, select one group to present their response to the class. Have the group identify one or two members who will read the response aloud.</p> <hr/> <p>After about 7 minutes, signal for children to finish their answers and return to the whole group.</p> <p>Invite the reader(s) from the selected group to present their response by first reading the Weekly Question they chose and then their response. <i>Please read your response slowly so I can write it down.</i></p> <p>Write the response on the chart paper.</p> <p><i>Let's see which Weekly Words they used! I'll read it again, and you can let me know when you hear a Weekly Word.</i></p> <p>Read the response aloud, slowly, and pause as children identify Weekly Words. Circle those words with the contrasting marker. Invite children from other groups to signal if they also used any of the same words. Highlight the meaning of the word as different groups used it, noting its similarities and/or differences in context and usage.</p>
Closing	<i>You have really packed words into your answers to the Weekly Questions!</i>
Standards	<p>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.</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
Ongoing assessment	<p>Listen to children's conversations as they work.</p> <p>How accurately do children use words in context?</p>

	<p>What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions in small groups. How effectively do children work in their groups? What roles do they take on?</p> <p>Reflect on the whole group sharing of one group’s response. What more was revealed about children’s understanding and application of words?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p>
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Notes

Names: _____

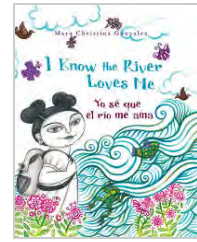
Check the question you answer. Circle the words you use. Write your response.

___ How can water change land, and why does it matter?

___ What is our relationship with water?

carve	plunge	approach (noun)	fertile
fill	stream (noun)	approach (verb)	relationship
flow	stream (verb)	barrier	sediment
impact	wear (noun)	deposit	suitable

Unit 2: The Forces of Wind and Water



WEEK 4 Day 1

Text Talk
I Know the River Loves Me
 Read 1 of 2

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What is our relationship with water?
Content Objective	I can use the details from a poem’s words and illustrations to think and wonder about people and rivers. (R.11.2.a, R.11.2.b)
Language Objective	I can ask and answer questions to communicate my understanding about rivers. (SL.2.2.b)
SEL Objective	I can identify and make connections between rivers and my personal experiences. (Self-Awareness)
Vocabulary	<p>belong: to be a part of something</p> <p>* flow: to move in a smooth, steady stream (*Week 3)</p> <p>leap: to jump</p> <p>tug: to pull on something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>I Know the River Loves Me</i>, Maya Christina Gonzalez ● <i>I Know the River Loves Me</i> slides ● projector and screen ● Writing Station Response: <i>I Know the River Loves Me</i>, 1 copy On the whiteboard, write the Writing Station prompt. ● chart paper, 2 pieces Prepare the Weekly Question Chart. Prepare the following chart, Maya and Rivers.

	<table border="1" data-bbox="540 205 1339 741"> <thead> <tr> <th colspan="3" data-bbox="540 205 1339 268">Maya and Rivers</th> </tr> <tr> <th data-bbox="540 268 807 405">Detail in the words or illustration</th> <th data-bbox="807 268 1073 405">What this makes me think about rivers</th> <th data-bbox="1073 268 1339 405">What this makes me wonder about rivers</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 405 807 741"></td> <td data-bbox="807 405 1073 741"></td> <td data-bbox="1073 405 1339 741"></td> </tr> </tbody> </table> <p data-bbox="443 783 735 814">At the Writing Station:</p> <ul data-bbox="492 821 1385 926" style="list-style-type: none"> <li data-bbox="492 821 1385 926">● a bowl of water To create the best reflection effect, the bowl should be broad and dark-colored on the inside. 	Maya and Rivers			Detail in the words or illustration	What this makes me think about rivers	What this makes me wonder about rivers			
Maya and Rivers										
Detail in the words or illustration	What this makes me think about rivers	What this makes me wonder about rivers								
<p data-bbox="203 968 318 999">Opening</p> <p data-bbox="203 1045 332 1077">5 minutes</p> <p data-bbox="203 1119 289 1150">slide 1</p>	<p data-bbox="443 968 686 999">Introduce the text.</p> <p data-bbox="540 1005 1417 1188"><i>Today we're going to explore a character's relationship to water in I Know the River Loves Me. Maya Christina Gonzalez wrote the words and created the illustrations. Like Water Rolls, Water Rises, the text is written in both English and Spanish. Also like Water Rolls, Water Rises, this book is written with poetic language.</i></p> <p data-bbox="443 1234 1369 1377">Gauge children's exposure to rivers and access and build shared knowledge. Show slide 1 in the <i>I Know the River Loves Me</i> slides. Model sharing an experience with a river and feelings associated with the experience.</p> <p data-bbox="540 1383 1417 1451"><i>Before we begin reading, let's think and talk about our own feelings about rivers.</i></p> <p data-bbox="540 1457 1417 1640"><i>Turn and talk with a partner. What experiences have you had with rivers? Have you been up close to a river before? Where? Why were you there? How did you feel during that experience? If you have not seen a river, what are some things you know about rivers? You can use this image to help you think about this.</i></p> <p data-bbox="443 1646 1357 1713">Listen as children talk to gain information about their experiences with rivers.</p> <p data-bbox="443 1761 1390 1829">Harvest a few ideas. Then turn to the book and set a purpose for reading: <i>Today we will use details from the words and illustrations to talk</i></p>									

	<i>about what we know and wonder about rivers.</i>
Text and Discussion 18 minutes pages 6-7	Dim the projector and begin reading. <i>What does it mean: “she jumps and sings when she sees me?”</i> <i>What does this make you think about rivers?</i> Encourage children to build onto each other’s thinking as they respond.
pages 10-11	Distribute Text Talk notebooks and pencils. Read the page. <i>What do these words describe? How does the illustration on this page help clarify the meaning of the words? Write down your thinking in your Text Talk notebooks.</i> After a few minutes, invite children to share their thinking with a partner.
pages 14-15	<i>Turn and talk with a partner. Why does Maya say that the river tugs on her hair and her arms? What does that make you think about how water moves in rivers?</i>
pages 18-19	<i>How do you think the narrator takes care of the river? Turn and talk to a partner.</i> Read to the end of the text.
Key Activity 14 minutes	Turn to the Maya and Rivers chart. Project the slides. <i>Let’s think about the details in the words and illustrations.</i> Read each slide. At several points in the text (but not on every slide), pause to ask: <i>What do you notice about the words, the illustrations, and how the words are arranged on the page?</i> Have children turn and talk to a partner to respond. Facilitate a whole group discussion, and add to the chart. <i>What detail did you notice? What does this make you think and what does it make you wonder about rivers?</i> <i>Listen carefully to each other and try to build onto what others say.</i> [Refer to established prompts for discussion.] Add to the chart as children share ideas. See the example below.

	<table border="1" data-bbox="529 281 1330 693"> <thead> <tr> <th colspan="3" data-bbox="529 281 1330 344">Maya and Rivers</th> </tr> <tr> <th data-bbox="529 344 797 485">Detail in the words or illustration</th> <th data-bbox="797 344 1065 485">What this makes me think about rivers</th> <th data-bbox="1065 344 1330 485">What this makes me wonder about rivers</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 485 797 693">The river changes—in the winter low and quiet, in the summer full and loud (page 17)</td> <td data-bbox="797 485 1065 693">Maybe the river is quiet in the winter because parts of it are frozen.</td> <td data-bbox="1065 485 1330 693">Why does the river get lower in the winter?</td> </tr> </tbody> </table> <p data-bbox="444 737 1382 804">Show the Writing Station Response sheet and refer to the prompt on the whiteboard.</p> <p data-bbox="537 812 1281 844"><i>This is the sheet you will use; it has the prompt at the top.</i></p> <p data-bbox="444 850 1390 957">Read the whole 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.</p> <p data-bbox="537 963 1406 1071"><i>You will find a bowl of water at the Writing Station. When you look into it, you can make connections between the illustration and your own experiences.</i></p>	Maya and Rivers			Detail in the words or illustration	What this makes me think about rivers	What this makes me wonder about rivers	The river changes—in the winter low and quiet, in the summer full and loud (page 17)	Maybe the river is quiet in the winter because parts of it are frozen.	Why does the river get lower in the winter?
Maya and Rivers										
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The river changes—in the winter low and quiet, in the summer full and loud (page 17)	Maybe the river is quiet in the winter because parts of it are frozen.	Why does the river get lower in the winter?								
<p data-bbox="203 1104 302 1136">Closing</p> <p data-bbox="209 1182 326 1213">1 minute</p>	<p data-bbox="537 1104 1417 1211"><i>Today we read a new text to think about water and people’s relationship to water. Tomorrow, we will read part of this text with a partner.</i></p>									
<p data-bbox="203 1253 407 1320">Weekly Question Chart</p> <p data-bbox="203 1367 334 1398">3 minutes</p>	<p data-bbox="444 1253 1369 1398">At the close of this discussion, introduce the Weekly Question, “What is our relationship with water?” Add ideas from the day’s discussion, particularly children’s own experiences and their impressions of rivers specifically and water generally.</p>									
<p data-bbox="203 1440 337 1472">Standards</p>	<p data-bbox="444 1440 1243 1507">R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p data-bbox="444 1514 1362 1581">R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms.</p> <p data-bbox="444 1587 1382 1694">SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p data-bbox="444 1701 695 1732">SEL.Self-Awareness</p>									
<p data-bbox="203 1772 358 1839">Ongoing assessment</p>	<p data-bbox="444 1772 1390 1839">Listen in to children’s conversations and review their written responses in both Text Talk notebooks and at the Writing Station.</p>									

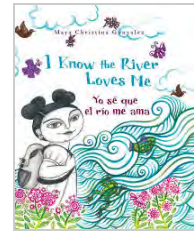
	<p>Do children use both illustrations and words to make meaning of the text? Do children actively listen and build onto their peers' responses about the text?</p> <p>Consider children's facility and comfort with this type of text. Children will read part of the text in partners during the following Text Talk lesson. When planning these pairs, consider children's reading skills as well as their interest in and facility with the poetic language.</p>
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Notes

Text Talk U2 W4 D1

Unit 2: The Forces of Wind and Water

WEEK 4 Day 2



Text Talk
I Know the River Loves Me
 Read 2 of 2

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What is our relationship with water?
Content Objective	I can describe how personification and repeated lines give meaning to a text. (R.7.2.a, L.5) I can describe the interactions between the author and the river. (2.T2.4)
Language Objective	I can talk with my partner while reading closely. (SL.1.2.a)
SEL Objective	I can understand the perspective of the author and her appreciation of the river. (Social Awareness)
Vocabulary	belong: to be a part of something * flow: to move in a smooth, steady stream (*Week 3) leap: to jump personification: representing a thing or an idea as a person tug: to pull on something
Materials and Preparation	<ul style="list-style-type: none"> ● <i>I Know the River Loves Me</i>, Maya Christina Gonzalez ● <i>I Know the River Loves Me</i> slides, from Day 1 ● projector and screen ● <i>I Know the River Loves Me</i> text, one copy for each pair of children ● Text Talk notebooks and pencils <p>On the whiteboard, write:</p>

	<p>What is happening in the text?</p> <p>Where do you find personification?</p> <p>Why do you think the author describes the river in this way?</p> <p>For partner reading, create pairs strategically, based on children’s individual needs and their interest in the text.</p>
<p>Opening</p> <p>1 minutes</p>	<p>Reintroduce the book.</p> <p><i>Yesterday we read this book, I Know the River Loves Me. We thought a lot about rivers. This text is written as a poem. Today, we will consider the choices Maya Christina Gonzalez made as an author and poet. We’ll answer these questions [refer to the questions on the whiteboard]:</i></p> <p><i>What is happening in the text?</i></p> <p><i>Where do you find personification?</i></p> <p><i>Why do you think the author describes the river in this way?</i></p>
<p>Text and Discussion</p> <p>25 minutes</p> <p>page 2, stanza 1</p>	<p><i>Today you’ll read with a partner.</i></p> <p>Have partners sit side by side. Distribute the <i>I Know the River Loves Me</i> text.</p> <p><i>Here you have the text of the book—the poem—written in sections, called stanzas. I’ll read the first stanza while you follow along.</i></p> <p>Read the first stanza. Note to the children that each stanza is numbered. <i>We notice that the narrator calls the river her best friend and uses the pronoun “she” to describe the river. This is an example of personification, when we describe something that is not a person, like a person. Why do you think the author does this?</i></p>
<p>pages 4-7, stanzas 2-3</p>	<p><i>Let’s read the next two stanzas together. As we read, think about what is going on in the text.</i></p> <p>Invite children to read chorally.</p> <p><i>Talk about these stanzas with your partner. Together, find lines that use personification. Think about why the author might have chosen to write the text in this way.</i></p> <p>Reread the questions on the board.</p> <p>In the whole group, invite a few children to share their responses.</p>
<p>pages 8-13, stanzas 4-6</p>	<p>Use shared reading for stanzas 4-6.</p> <p><i>While we read, think about what’s happening in the text. Look for personification, and then ask yourselves, Why do we think the author is doing this?</i></p> <p>Invite a few more children to share their responses to the questions on the</p>

	board.
pages 14-23, Stanzas 7-11	<p>Have children read independently with their partners. <i>Now you'll read just with your partner, from stanza 7 to the end of the text. While you read, talk about what's happening in the text. Look for personification, and then ask yourselves, Why do we think the author is doing this?</i></p> <p>Allow ten minutes for children to read and talk with their partners. As they do, circulate to listen to children's reading and encourage expression. Remind children to take turns reading. Listen in as children talk about what is happening in the text. Prompt them with the questions on the board.</p> <p>Return children's attention to the whole group. <i>Why do you think Maya Christina Gonzalez describes the river as a person? Why do you think she identifies the river as "she"? How does this help communicate the meaning of the poem?</i></p> <p>As children discuss, encourage them to make connections to each other's comments using the "Me, too" signal and to use established discussion prompts.</p>
Key Discussion 10 minutes	<p><i>In this text, along with using personification, Maya does something else that poets often do. She repeated some lines over and over again.</i></p> <p>Distribute Text Talk notebooks and pencils. <i>Look back over the text with your partner. What are examples of lines that Maya repeats? In your Text Talk notebooks, write a repeating line you found. Then explain why you think Maya repeated that line. How does this help you understand Maya's relationship with the river?</i></p> <p>Invite children to share their writing with their partners, and then harvest some ideas in the whole group.</p>
Closing 4 minutes	<p><i>This week, we are thinking about our relationship with water. Today, we learned a lot about the author's love and appreciation of rivers through her language choices. We thought carefully about why the author might have chosen to write her text as a poem, to use personification, and to repeat lines to help us understand her meaning.</i></p> <p><i>We can learn more about Maya through the Author's Statement—what the author wants to make sure we know about</i></p>

	<p style="text-align: center;"><i>her book. Let's read it!</i></p> <p>Read the author's statement aloud. Allow for conversation about what additional information this page conveys.</p> <p>As the conversation unfolds, add to the Weekly Question Chart where relevant.</p>
Standards	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>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).</p> <p>2.T2.4 Explain and describe human interaction with the physical world (the environment).</p> <p>SEL.Social Awareness</p>
Ongoing assessment	<p>Note children's discussion of the text. Are children reading closely in order to understand the text? How do children approach personification?</p> <p>Listen in to conversations the children are having and observe their Note Break responses.</p> <ul style="list-style-type: none"> Do children read closely to understand the text? Do children identify and make meaning of personification and repeated lines? Do children explain their understanding about the author's perspective of the river?

Notes



I Know the River Loves Me

By Maya Christina Gonzalez

I am here to visit of one of
my best friends in the world—
the river. She loves me. 1

I know the river loves me because I can
hear her calling me as soon as I am close. 2

She jumps and sings when she sees me. 3

I run to her side and she cools me down. 4

I know the river loves me because when
I look into her face, she's happy to see me. 5

When I jump on
her back she holds
me up. When I leap
into her arms she takes
me in. 6

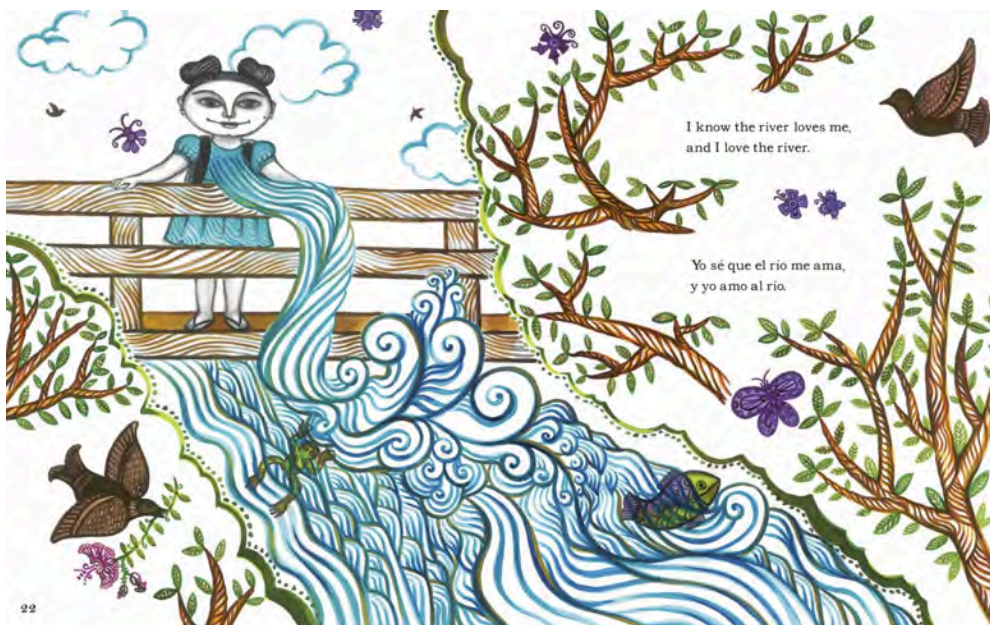
She tugs on my hair and my arms
and we flow together 7

I watch her change like me. 8
In the winter, she is low and quiet.
In the summer,
she is full and loud.

The river takes care of me and I take care of the river. 9
I only leave behind what already belongs to her.

I know the river loves me. 10
The next time I come she will be here
waiting for me, singing my name.

I know the river loves me, 11
and I love the river.





WEEK 4 Day 3

Text Talk
“Natural Erosion Can Be Good” (informational text)

Big Idea	Wind and water can change the shape of the land.
Guiding Question	What does our Earth look like? What makes it look that way?
Weekly Question	What is our relationship with water?
Content Objective	I can explain the big idea and some key details about natural erosion. (R.5.2.b) I can answer a question using key details from the text. (R.4.2, W.1.2.b)
Language Objective	With a partner, I can use discussion prompts to help me understand a text about natural erosion. (SL.1.2)
SEL Objective	I can co-create a response with a partner to explain what we learned together about erosion. (Decision Making)
Vocabulary	crops: food that is grown to be eaten or sold flooding: when water covers land that is usually dry natural: something that comes from nature * nutrient: something that helps people, animals, and plants live and grow (*Week 2) * sediment: material deposited by water, wind, or ice valley: low land between mountains and hills
Materials and Preparation	<ul style="list-style-type: none"> ● “Natural Erosion Can Be Good” informational text, one copy for each child ● Partner Read and Discussion sheets, one copy for each child ● pencils, one for each child ● clipboards or other sturdy surface, one for each child ● Why and How We Annotate and Annotations charts, from previous

	<p>weeks</p> <p>Children will work with partners. Plan pairs strategically.</p>
<p>Opening</p> <p>1 minute</p>	<p>Set a purpose for reading.</p> <p><i>When we read I Know the River Loves Me, we thought about some reasons people love rivers. Rivers are beautiful and also helpful to humans.</i></p> <p><i>The erosion caused naturally by rivers can be positive. Today we will read to find out important information about this.</i></p>
<p>Text and Discussion</p> <p>25 minutes</p>	<p>Distribute a <i>Natural Erosion Can Be Good</i> text to each child.</p> <p><i>Today we will read a new informational text, a short article. First, we'll read the text together.</i></p> <p>Read through the text chorally.</p> <p><i>Now, you and your partner will read the text together a second time. Here are some discussion questions.</i></p> <p>Distribute the Partner Read and Discussion sheets and pencils.</p> <p>As a whole group, read the directions for the Partner Read and Discussion aloud. Read the guiding questions. Clarify that children are only completing steps 1 through 3 at this point in the lesson.</p> <p>Review annotating with underlining and question marks, referring to the Why and How We Annotate and Annotations charts.</p> <p>Review important vocabulary from previous lessons, reteaching words as necessary, such as valley, nutrients, flood, sediment, and deposit. Pre-teach other potentially tricky words.</p> <p>Send children to read and discuss in pairs. Allow at least fifteen minutes for reading, annotating, and discussion. Circulate as children work to support reading and comprehension.</p>
<p>Key Activity</p> <p>12 minutes</p>	<p>Call for children's attention to orient to the next part of the activity.</p> <p><i>Now that you have read, annotated, and discussed the text with your partner, you are going to put your thoughts on paper. Turn your paper over. Think with your partner about how to write about what you have learned about erosion and what details from the text you might use as evidence.</i></p> <p>Bring the children back to the whole group. Ask a few pairs of children to share some of their text-based thinking. Answer questions and address</p>

	misconceptions that arise.
Closing 2 minutes	<p><i>We explored some specific vocabulary today, such as “floodplains” and “sediment” to learn a new big idea about erosion: that natural erosion can be good. We found important details in the text that help us understand how erosion can be positive for communities.</i></p> <p>If time allows, continue with the question, <i>How does natural erosion help humans?</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>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.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SEL.Decision Making</p>
Ongoing assessment	<p>As children read with partners, take note of their ability to collect information.</p> <p>How do they approach reading and annotating?</p> <p>Do they consider the guiding questions?</p> <p>How do they understand new words and their definitions?</p> <p>Do they articulate the main points of the text?</p> <p>Are they building new schemas?</p>

Notes

Name: _____

Natural Erosion Can Be Good

Adapted by Fay Ferency from *Soil Erosion and How to Prevent It*, by Natalie Hyde (2010)

Erosion is happening all the time. Natural erosion can be good. It helps create valleys. It also brings nutrients to places that need them.

Erosion creates floodplains. A floodplain is the land on either side of a river. Floodplains have lots of nutrients.

When a river floods, the water rises. It deposits nutrients in the land along the side of the river. This makes the river banks good for growing many kinds of crops.



Fertile floodplains along the Nile River in Egypt

Moving water also erodes rocks from the sides and bottom of a river. These little bits of rocks are called sediment. The river carries the sediment and leaves a triangle of land at the end of the river called a delta. A delta is good for growing crops, too.

Finally, natural erosion is good because it creates beautiful things. When wind and

water erode rock, interesting shapes can be formed, like arches or bridges.

Unit 2: The Forces of Wind and Water



WEEK 4 Day 4

Text Talk
Erosion at the Nile River, Egypt (slides)

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. The changing shape of the land impacts people. Changes happen over time.
Weekly Question	What is our relationship with water?
Content Objectives	I can use images and text features to learn about erosion. (R.8.2.b, R.11.2.c, R.11.2.d) I can explain how erosion impacts people’s lives and describe one approach to slowing water erosion. (2-ESS2-1) I can compare different representations (maps) of a place. (2.T1.2).
Language Objective	I can use precise vocabulary to describe important characteristics of land. (L.6.2.a)
SEL Objective	I can co-craft a solution with a partner. (Decision Making)
Vocabulary	cement: a gray powder that can be used as a building material when mixed with water and dried delta: the area where a river meets the sea fertile: able to produce farm crops or other plants fresh water: water in lakes, rivers, ponds, and streams that does not contain salt salt water: water in oceans that contains salt
Materials and Preparation	<ul style="list-style-type: none">● Erosion at the Nile River, Egypt slides● projector and screen

	<ul style="list-style-type: none"> ● chrome books or tablets, one per partner group (for children to see the slides up close) ● world map and pushpin <p>To learn about deltas, read the blog Porous Places (http://www.adammandelman.net/tag/mississippi-river-delta/), also the source of many of the images included here.</p>
<p>Opening</p> <p>1 minute</p>	<p><i>Today we're going to look at an important river on the continent of Africa: the Nile River. Let's travel to this part of the world. As we do, you might make some connections to the text we read a couple of weeks ago, Soil Erosion and How to Prevent It, by Natalie Hyde.</i></p>
<p>Text and Discussion</p> <p>26 minutes</p> <p>slide 2</p>	<p>Point out Africa on the world map. Show slide 2.</p> <p><i>Egypt is a country in the northern part of the continent of Africa.</i></p>
<p>slide 3</p>	<p><i>This farmer, Abdullah Salam, is finding that the wheat seeds he is planting to sell and use for food for his family are not growing as well as they used to. This is because the salt water from the sea is rising. Instead of getting fresh water from the Nile River, his fields are soaking up salt water from the Mediterranean Sea.</i></p> <p><i>Why do you think the salt water is a problem for his wheat seeds?</i></p> <p>Harvest a few responses, and clarify information.</p> <p><i>Salt water is not good for crops, like fresh water is.</i></p>
<p>slide 4</p>	<p><i>Let's see where Abdullah Salam lives and farms. Here is the Nile River. Most people agree that the Nile River is the longest river in the world.</i></p> <p><i>What do you notice about the land around the Nile River? Turn and talk to your partner about what you notice on this map.</i></p> <p>Harvest some observations from the group. Children may have noticed areas colored green and brown, mountainous and flat areas; the shape of the river and other rivers; the oceans and seas. Help children understand that water flows from mountainous (high elevation) areas to the river, and then to the sea (in the case of the Nile River, south to north).</p> <p>Point out the Nile River Delta, the northernmost part of the river where it</p>

	<p>empties into the Mediterranean Sea. Add a pushpin to the world map to mark the Nile River Delta.</p> <p><i>The area where the river meets the sea is called a delta. This is where Abdullah Salam lives and farms.</i></p> <p><i>Let's look at some other maps and images to see what we can understand about this area.</i></p>
<p>slides 5-9</p>	<p><i>We are going to look at the Nile River through different kinds of photographs and maps. As we look at these, think about what is similar and different about these images.</i></p> <p>Show slides 5 through 9, pausing for discussion.</p> <p>Allow children to turn and talk and share impressions with the whole group as is useful. Record their ideas and observations for future review (not on chart paper).</p>
<p>slide 10</p>	<p>Chorally read the caption.</p> <p><i>Using this photograph, what do you think that fertile means in this context? Turn and talk.</i></p> <p><i>This is what the land looks like when it is very healthy for growing plants, which means it is fertile. This wheat Abdullah Salam is trying to grow needs fertile land.</i></p>
<p>slide 11</p>	<p><i>What problem is Abdullah Salam experiencing? Why is the problem occurring? Use the photograph and the caption.</i></p> <p>Read the caption aloud, and then gather responses.</p> <p><i>The problem he is facing is that too much salt water from the sea is replacing the fresh water from the Nile River that his plants need. As Abdullah Salam is planting his seeds, he is hoping that the land will turn green with wheat plants that he can harvest.</i></p>
<p>slide 12</p>	<p><i>Look at this map. Let's read the caption to learn more about what the map shows.</i></p> <p>Echo read the caption under the map.</p> <p>Click the slide to reveal the photograph on the right.</p> <p><i>Now, let's look at this photograph. What do you notice? What do you wonder? Turn and talk to your partner.</i></p> <p>Pass out Text Talk Notebooks.</p> <p><i>Let's take a Note Break. Look at the photograph next to the map. Based on what you learned about erosion, write a caption to</i></p>

	<p><i>describe this photograph.</i></p> <p>Give children a couple of minutes to write a caption. Invite a few children to share their captions. Ask children what information they used to create that caption.</p> <p><i>In this photograph, we see that the sea is eroding the beach in Baltim and coming close to houses. The problem of erosion is happening at the sea, but it is affecting both people who live near the water and farmers some distance away, in the middle of the delta, as the saltwater travels up the river toward farmland.</i></p>
slide 13	<p><i>About 30 years ago [in 1992] a seawall was built in Baltim using these cement blocks. Why do you think they built a seawall? Turn and talk.</i></p> <p><i>This has slowed the erosion of the land, but not stopped it. We can see that some cement blocks are already part way under water.</i></p> <p>Turn and Talk.</p> <p><i>Do you think walls like this will help Abdullah Salam and other farmers in the Nile River Delta? Why do you think that?</i></p> <p>Invite children to share their thinking with the whole group.</p>
Key Discussion 12 minutes	<p>Think, Pair, Share.</p> <p><i>What other solutions do you think may work to slow erosion of the Nile River delta. Why? Come up with a solution with your partner.</i></p> <p>Harvest and discuss children’s solutions in the whole group. Encourage respectful listening and discourse.</p>
Closing 1 minute	<p><i>We learned about the impact of erosion in parts of Egypt. We also discussed more about how people and plants can be affected by erosion.</i></p> <p>Add any new ideas to the Weekly Question Chart.</p>
Standards	<p>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.</p> <p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p>

	<p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>2-ESS2-1. Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p>2.T1.2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.</p> <p>SEL.Decision Making</p>
<p>Ongoing assessment</p>	<p>As this narrative unfolds, note how children interact with and talk about it.</p> <ul style="list-style-type: none"> Do children identify information that is meaningful from the various kinds of maps and images? Do children show understanding about how erosion in one place affects life in another? Do children make connections to previous discussions? Do children integrate new, precise vocabulary? Do children co-create solutions with their peers?

Notes

Unit 2: The Forces of Wind and Water



WEEK 4 Day 5

Text Talk
The Changing Mississippi River (slides)
 and **Slowing and Preventing Erosion Charts**

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. Changes happen over time.
Weekly Question	What is our relationship with water?
Content Objectives	I can recall and explain a specific approach to slowing or preventing erosion. (2-ESS2-1) I can describe a complex map. I can infer and discuss its meaning. (2.T1.1, 2-ESS2-4(MA))
Language Objective	I can use erosion-related vocabulary in context. (L.6.2.a)
SEL Objective	I can effectively communicate my ideas to my peers. (Relationship Skills)
Vocabulary	* approach : a way of doing something * barrier : something that blocks the way delta : the area where a river meets the sea history : the study of past events * prevent : to stop from happening (*Week 2)
Materials and Preparation	<ul style="list-style-type: none"> ● world map and two pushpins ● The Changing Mississippi River slides ● projector and screen ● printed Mississippi River maps, <i>The Alluvial Valley of the Lower Mississippi River, Harold Fisk, 1944</i>, in sheet protectors ● chart paper

	<p>Prepare the chart, Slowing and Preventing Erosion, with at least half of the space left empty for work in Week 7. (Five identical charts will be needed over the next few weeks and could be prepared now.)</p> <div data-bbox="524 394 1333 814" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Slowing and Preventing Erosion</p> <p>Approach:</p> <p>Reason:</p> <p>Example(s):</p> </div> <p><i>Background note:</i> The Army Corps of Engineers asked Harold Fisk to prepare a geological survey of the lower Mississippi River. He published these maps, along with many, many pages of technical notes. Fifteen in all and published in 1944, they trace the changes in the river from southern Illinois to southern Louisiana. The maps included for this lesson are four different sections of the whole.</p>
<p>Opening</p> <p>1 minute</p> <p>slide 1</p>	<p><i>Yesterday we spent some time along the Nile River in Egypt. Today we're going to look at another river, closer to home.</i></p>
<p>Text and Discussion</p> <p>22 minutes</p> <p>slide 2</p>	<p>Show the map on slide 2.</p> <p><i>Have you heard of the Mississippi River? It stretches from the north to the south of the United States.</i></p> <p>Mark the north and south ends of the river on the world map. Note that the southern end, where the river flows into the sea, is the river's delta.</p>
<p>slide 3</p>	<p><i>This is one section of the river, seen from above. What do you notice?</i></p> <p>Harvest observations from the group.</p> <p><i>About 70 years ago, a man named Harold Fisk was asked to take a close look at the history of the Mississippi River and to write a detailed report about what he found. Along with lots of other kinds</i></p>

	<p><i>of information, such as about the kinds of soil and rock along the river, Harold Fisk drew maps.</i></p>
<p>slide 4</p>	<p>Allow children time to respond to what they see on the slide.</p> <p>Distribute one printed map to each group. Explain that they will look closely at one section of the map of the entire river [on the slide, right]. <i>These maps are very different from others we have looked at! What do you think is going on here? Try to use vocabulary words that you have learned so far in our study of landforms and bodies of water to explain your thinking.</i></p> <p>Use the Numbered Heads Together routine. Give small groups about five minutes to huddle around the map and discuss what they notice.</p> <p>Bring the whole group back together and discuss impressions. <i>What do you think is going on in these maps?</i></p> <p>Explain: <i>Based on what he found in the land around the Mississippi River and along the river banks, Harold Fisk mapped how the river had changed over time. Each color on these maps represents a different path the river took at some point in its history.</i></p> <p>Be sure to note that Harold Fisk had to be extremely precise to produce these maps.</p>
<p>Key Discussion</p> <p>16 minutes</p> <p>Slowing and Preventing Erosion chart</p>	<p><i>One reason scientists study rivers is to understand how they change naturally over time; then communities can plan for how to use the rivers and build near them.</i></p> <p><i>When we looked at the Nile River yesterday, we learned about a specific kind of change: salt water eroding the land causes a problem for people growing food.</i></p> <p><i>What is one thing the people in Egypt are doing to try to solve this problem?</i></p> <p>Help children recall the story of Abdullah Salam and the concrete blocks being used to hold back the sea. Show slide 5, if useful.</p> <p><i>Today we'll begin keeping track of the different approaches we find to dealing with erosion in different places; often, people do something to slow down or prevent erosion from happening.</i></p> <p>Refer to the chart. <i>Let's fill in this chart with information from our look at the Nile River.</i></p>

	<p><i>We have identified the approach people are trying in Baltim: using concrete blocks as a barrier. We'll write that here.</i></p> <p>Record "barrier" next to "Approach."</p> <p><i>Why are they doing this?</i></p> <p><i>They are putting up barriers to keep the sea from eroding the beach and bringing more salt water into the farmland. We'll write that on the next line, "Reason."</i></p> <p>Record: To keep the sea from eroding the beach, to keep salt water out of the farmland.</p> <p><i>This next line is where we will write the specific example of using a barrier in the Nile River Delta.</i></p> <p>Record: Nile River Delta.</p>
<p>Closing</p> <p>1 minute</p>	<p><i>We will make other charts as we identify other approaches to erosion, and then we will see which ones work well in certain places.</i></p>
<p>Standards</p>	<p>2.T1.1 Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).</p> <p>2-ESS2-1. Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p>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.</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>SEL.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Throughout the lesson, observe and take notes:</p> <ul style="list-style-type: none"> Do children explain the information from the map? Do they express their ideas to others effectively? Do children contribute their developing understandings to the class discussion, and what vocabulary do they use to do so? <p>Reflect on children's contributions to the Slowing and Preventing Erosion chart.</p> <ul style="list-style-type: none"> Do children demonstrate emerging understanding that people respond to erosion in particular ways, for particular reasons?

Unit 2: The Forces of Wind and Water

WEEK 4

Stations

Station	Activities	Materials
		Writing tools at each station
Guided Independent Reading		<ul style="list-style-type: none"> individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none"> audio recording and technology <i>Water Rolls, Water Rises</i> book conversation prompts
Science Literacy	How can water change the shape of land?	<ul style="list-style-type: none"> Unit 2 Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 3 Weekly Words cards Recording sheets Choose 3! menu
	Talk About It: The Whanganui River in New Zealand is the first river in the world to be recognized as having the same rights as human beings. What makes a river alive?	<ul style="list-style-type: none"> Week 3 and Week 4 Weekly Words cards Whanganui River video (2:40) (https://www.theguardian.com/world/video/2019/dec/01/a-living-being-the-whanganui-river-video) and technology to play it Or: Week 4 image, 2 copies cut apart Week 4 sheets
Word Work (align skills with literacy program) Provide activity directions cards	Marking open syllables	<ul style="list-style-type: none"> Week 4 Name It, Write It, Mark It sheets
	Making new words with syllables	<ul style="list-style-type: none"> Week 4 Make New Words sheets
Writing	Prompt from Text Talk Day 1: Describe the illustration. Write about your experience looking at your reflection.	<ul style="list-style-type: none"> <i>I Know the River Loves Me</i> Writing Station Response sheet
	Continued work from Text Talk Day 3: writing about natural erosion	<ul style="list-style-type: none"> "Natural Erosion Can Be Good" Writing Station Response sheet

Water Rolls, Water Rises conversation prompts: Cut apart and provide with the physical text and audio recording.

Pages 11-12:

How do people interact with water in this place? Why does it matter?

Water Rolls, Water Rises

Pages 21-22:

This image is inspired by a waterfall in a village in Greece. How do the illustrations and language help you understand what water does there?

Water Rolls, Water Rises

After reading:

Name two landforms in the text. Explain how the author's language helps you understand the relationship between the land and water in that place.

Water Rolls, Water Rises

I agree with you. I also think ____.

Why do you think that?

I don't think I agree with you because ____.

Talk About It



Whanganui River, New Zealand

<https://www.goworldtravel.com/whanganui-national-park/>



Whanganui River, New Zealand

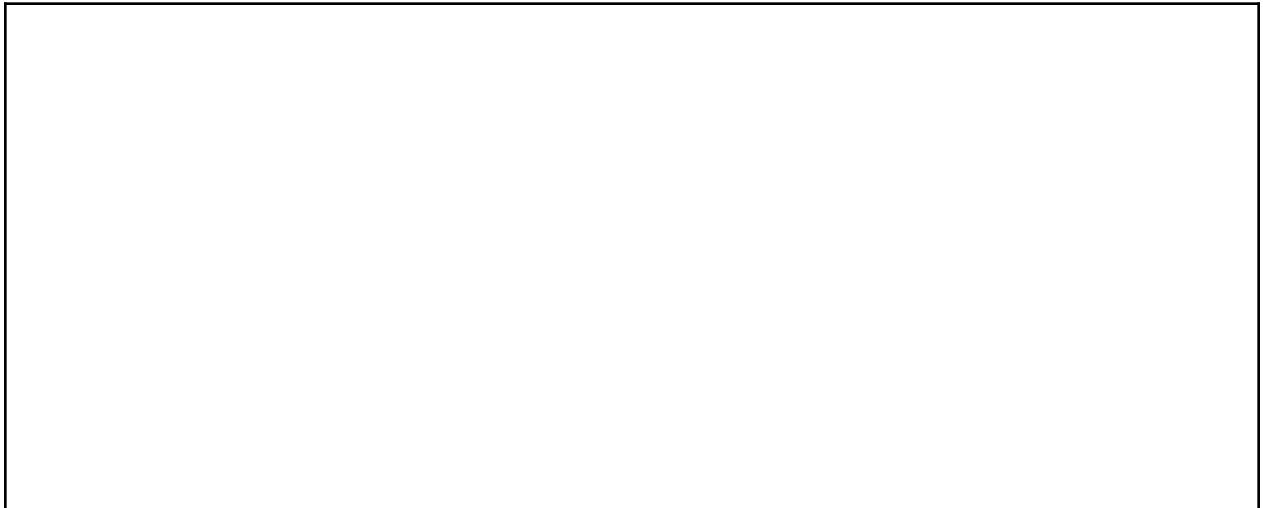
<https://www.goworldtravel.com/whanganui-national-park/>

Talk About It

Name: _____ Date: _____

The Whanganui River in New Zealand is the first river in the world to be recognized as having the same rights as human beings. What makes a river alive?


Look carefully at the image or watch the video. **Talk** with your partner, **draw and write** about your ideas, and then **share** your writing. Use important vocabulary words as you talk and write. **Circle** the important words you use.



Name: _____










Make New Words

Cut apart the cards. Arrange the cards in two columns: with stars and without stars. Read each syllable. Put cards together to make new words. Write the new words.

 e + ject	eject

Skills: know and apply grade-level phonics and word analysis skills in decoding words.

Make New Words cards







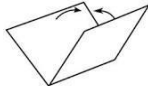



	mo	have
	ba	tel
	de	tect
	pro	ject
	ro	sic
	be	tend
	lo	bot
	pre	cate
	de	fend

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Name the picture. Write the word. Mark the open syllable.

Word Bank				
she	fry	why	fly	fold
spill	lamp	cry	left	

  _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Skills: know and apply grade-level phonics and word analysis skills in decoding words.

Unit 2: The Forces of Wind and Water

WEEK 4 Lesson 1

Science and Engineering: Earth's Systems

The Forces of Water on Land

Note: This lesson requires a stream table set up, similar to Week 3.
Tables should be kept intact for discussion in Lesson 2.

S & E Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
S & E Guiding Question	What resources can we use to understand changes in the shape of the land?
Content Objectives	I can conduct an investigation to model and observe water's effects on land. (Practice 2, Science 2-ESS2-4(MA)) I can write and draw what I observed during an investigation about the force of water on Earth's materials. (Practice 4, 2-ESS2-2) I can draw and write about the effects of water on land, based on my observations. (W.3.2)
Language Objective	I can discuss my observations with my peers while we conduct an investigation by listening and adding onto what they say. (SL.1.2.b)
Vocabulary	earth materials: the natural materials found on Earth, including minerals, rocks, soil, and water fertile: able to produce farm crops or other plants plateau: a raised landform with a flat surface on top runoff: water that runs off the surface instead of soaking in the soil stream table: a tray or table use to model the way water flows like a stream topsoil: the layer of soil in which plants grow
Materials and Preparation	<ul style="list-style-type: none">stream table, one for each group Prepare one stream table for each group as for Week 3, but with topsoil instead of sand. It may be useful to have some children help set up the stream tables before the lesson.

For additional help with setup, watch the [Stream Table setup for topsoil video](#).

Stream Table Preparation

Materials:

- 2 aluminum foil trays, one with a hole at one end and one without, from Lesson 3
- topsoil, 3 cups
- spray bottle with water
- spoon to mix the topsoil
- 12 inch ruler
- duct or packaging tape
- 8 oz paper cup, from Lesson 3

Steps:

1. Pour topsoil into the tray with a hole.
2. Spray the topsoil with water and mix it until it is evenly moist but not soggy.
3. Pack the topsoil to cover one third of the tray, forming a plateau about 1½ - 2 inches high. Make sure the topsoil is well-packed and flat on top.
4. Place the ruler across the tray, above the topsoil, 1½ inches from the edge of the tray.
5. Tape the ruler to the tray on both ends.
6. Place the cup on the ruler so the hole sits between the ruler and the edge of the tray.
7. Place the second tray on a chair or other surface below the hole in the stream table to catch water.

- 16 oz bottle filled with water, one for each group
- writing tools
- Science and Engineering packets

Identify a new recorder from each group and gather those children's packets.

Opening
10 minutes

*Last week we saw how water eroded the sand plateau. Today we will conduct the same investigation, but we will use a different kind of earth material called topsoil. **Topsoil** is the top layer of soil we find on the ground. It is a very fertile layer of soil, meaning it is rich in nutrients for plants. When we conduct our investigation, let's pretend that the topsoil is a field where there are no crops planted yet.*

	<p><i>Before we get started, let's make a prediction. Do you think the flowing water will have the same effect on the topsoil as it did on the sand? What makes you say that?</i></p> <p><i>Your group will have a new recorder this week.</i></p> <p>Distribute packets to children who will record the group's investigation. Remind children of the other roles they might take. Send children to their tables.</p>
<p>Investigation 20 minutes</p>	<p>Give directions to the whole group simultaneously for preparing and conducting the investigation; use the steps below and pace directions according to children's activity.</p> <ol style="list-style-type: none"> 1. Set up <i>Place the stream table (the tray with the hole) on the desk, with the hole hanging over the side of the desk. Set the tray without a hole on a chair underneath the hole in the stream table.</i> <p>Note: If the side of the stream table with the topsoil is lower than the other end, prop it up with a book.</p> 2. Record <i>If you are the recorder, sketch a map of the topsoil in the stream table. You can make this map as if you are mapping a farm field that is waiting to be planted.</i> 3. Predict <i>Talk to your group. What might happen when the water falls on the topsoil? Recorder, write your prediction in your packet.</i> 4. Investigate <i>If you are in charge of the cup, place it in the middle of the ruler. Make sure the hole is not blocked.</i> <p><i>If you are in charge of the water, slowly pour it into the cup until it is full. When the cup is empty, fill it again with the remaining water.</i></p> 5. Observe and talk <i>As the water flows, observe what is happening and talk to your partner.</i> 6. Talk <i>After all of the water has been poured, talk about your observations.</i>

	<p>7. Record <i>Record your observations. Sketch a map of the topsoil now. Label any landforms you recognize.</i></p> <p>8. Clean up <i>When you finish, label your stream table with your names. Leave the topsoil in place and put the stream table [in the designated area]. Then, clean up the rest of the materials.</i></p> <p>As the children work and between each step of the investigation, circulate to support them. Direct their attention to the landforms being formed by the water, and encourage them to use specific vocabulary to name what happens.</p>
Discussion	<i>Discussion about this experience will happen in Lesson 2.</i>
Closing	<p>Note: Stream tables should be kept intact for discussion in Lesson 2.</p> <p><i>Take a moment to reflect on the investigation. Ask yourself these questions:</i></p> <p><i>Did I use my five senses to gather information about an object or something that happened?</i></p> <p><i>Did I draw or write what I thought or observed?</i></p> <p><i>Today you investigated to see how flowing water affects topsoil. Tomorrow we will discuss your observations and questions.</i></p>
Standards and Practices	<p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. Clarification Statements: • Examples of types of landforms can include hills, valleys, riverbanks, and dunes. • Examples of water bodies can include streams, ponds, bays, and rivers. • Quantitative scaling in models or contour mapping is not expected.</p> <p>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. Clarification Statement: • Examples of types of landforms can include hills, valleys, riverbanks, and dunes.</p> <p>Practice 2. Developing and using models</p> <p>Practice 4. Analyzing Data & Interpreting Data</p>

Unit 2: The Forces of Wind and Water

WEEK 4 Lesson 2

Science and Engineering: Earth's Systems

The Forces of Water on Land

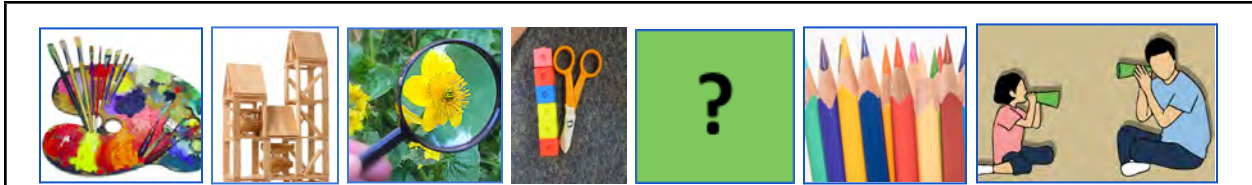
S & E Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
S & E Guiding Question	What resources can we use to understand changes in the shape of the land?
Content Objective	I can evaluate my investigation about how water erodes land and creates landforms. (Science 2-ESS2-4(MA), Practice 4)
Language Objective	I can communicate my observations about how water erodes land and creates landforms. (SL.3.2.a)
Vocabulary	deposition: when particles of soil and rocks settle in a new location fertile: able to produce farm crops or other plants runoff: water that runs off the surface instead of soaking in the soil stream table: a table used to model the way water flows like a stream topsoil: the layer of soil in which plants grow
Materials and Preparation	<ul style="list-style-type: none">● Science and Engineering packets● Discussion Prompts chart, from previous weeks● stream tables, from Lesson 1 Have stream tables set up and available for children to reference during the discussion.● projector and screen● Runoff slide
Opening 1 minute	<i>Today you will share your observations from your stream table investigations.</i>
Discussion 29 minutes	Distribute Science and Engineering packets. <i>Turn to your notes from your last investigation, with topsoil in the stream tables. Talk with your partner to review your notes. Think about which observations you would like to communicate to the</i>

	<p><i>other scientists in the class. Mark these observations by underlining or drawing a star next to them.</i></p> <p>Allow the children several minutes to reread and mark their notes.</p> <p>During the discussion, direct children to respond to one another using classroom Discussion Prompts. Encourage children to use precise landform vocabulary. As they share their observations, have them show the maps they drew and, as appropriate, refer to the stream tables.</p> <p>Use the following questions to guide the discussion.</p> <ul style="list-style-type: none"> ● <i>What happened to the topsoil as the water flowed over it?</i> ● <i>What happened at the other end of the stream table?</i> ● <i>What landforms were created? [canyon, delta, river bank]</i> ● <i>Does this remind you of anything you have seen before?</i> <p><i>Think back to the tray that collected the water from the stream table. Did you notice the water? What color was it? Why do you think it was that color?</i></p> <p><i>Sometimes there is so much water that the topsoil cannot absorb it all. In these cases, the water that is not absorbed flows over the topsoil and carries particles with it. This water is called runoff.</i></p> <p>Show the Runoff slide.</p> <p><i>During a rainstorm, this farm field in Iowa experienced runoff. As the water flowed over the farm, it picked up topsoil and fertilizer and carried it along. Now the topsoil has been eroded, so the farm is not as fertile.</i></p> <p><i>We have now done two investigations to model the process of water erosion. We tested the effects of water on sand and on topsoil. Think about what you observed in each investigation, and refer back to your notes. What was the same about each? What was different?</i></p> <p>In this discussion, encourage children to cite evidence from their notes and the stream tables to support their responses.</p> <p><i>How does this investigation help us understand the effect of water on soil? How do you think this affects animals and humans?</i></p> <p>Harvest children’s ideas.</p>
<p>Closing</p>	<p>Summarize the understandings that surfaced during the conversation.</p> <p><i>At the Discovery Studio this week, you can continue investigating with water and topsoil. Just like last week, you might want to</i></p>

	<i>explore how water affects topsoil in a landscape with a slope. Make sure to record your findings in your packets.</i>
Standards and Practices	<p>SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Science 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. Clarification Statement: • Examples of types of landforms can include hills, valleys, riverbanks, and dunes.</p> <p>Practice 4. Analyzing and interpreting data</p>
Ongoing assessment	<p>Reflect on the class discussion.</p> <p>What new vocabulary do children incorporate in their discussion?</p> <p>What do they understand about water erosion?</p> <p>What confusions remain?</p>

Notes

WEEK 4 Studios





Trying Out Our Procedures and Other Activities



Children try out classmates’ procedures. In addition, they may choose to pursue other planned activities: a new art medium is introduced, stream table investigations continue, and a video shows a river’s path changing over time.

<p>Big Ideas</p>	<p>Wind and water can change the shape of the land. People can change the shape of the land. Changes happen over time.</p>
<p>Weekly Question</p>	<p>What is our relationship with water?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● children’s completed procedures, from Writing, Week 3 ● any materials needed for following children’s procedures <p>On the whiteboard write: I am excited to try _____!</p> <p>Identify areas throughout the classroom for children to try out each other’s procedures.</p> <ul style="list-style-type: none"> ● new studios prompts ● Observation Sheets, on clipboards <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"> ● oil pastels ● all supplies for watercolor painting on dry paper <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none"> ● K’NEX building set ● children’s procedure writing for how to build with K’NEX ● Building Design Notebook Replenish Building Design pages if needed. ● writing and drawing tools

	<p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● dry erase markers ● paper clips ● Jump the Line Stage 1 Spinners Each partnership will need 3 spinners. ● Jump the Line Stage 1 Gameboard Create reusable gameboards with lamination. Each group will need 1 gameboard. <p><u>New for the Discovery Studio</u></p> <ul style="list-style-type: none"> ● stream tables with topsoil ● all other materials as set up for Week 3 Studios <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> ● time lapse video of Ucayali River, set to slow speed, shown on laptop (and projected, if possible) (https://earthengine.google.com/timelapse/#v=-9.54398,-74.2278,9,1atLng&t=1.93) ● blank paper and writing and drawing tools
<p>Opening</p>	<p><i>This week in Studios you can try out each other’s procedures!</i> Indicate where each type of procedure will be found, if not in the expected Studio area.</p> <p><i>Turn and tell a partner what procedures you might like to try out today. [Refer to the sentence starter on the whiteboard.]</i></p> <p><i>Here are some other activities you could pursue:</i> <i>In the Art Studio, working on dry paper, you can add a new medium to your watercolor painting: oil pastels. First, use the oil pastels to draw a design on your paper. Press firmly so that you have strong marks. Then begin painting. See what happens when the watercolor paints meet the oil pastel marks on your paper!</i></p> <p><i>You can continue stream table investigations in the Discovery Studio.</i></p> <p><i>In the Math Studio, you will play Jump the Line with a partner. You will choose three target numbers and mark them on the number line. The first player to land on two target numbers wins.</i></p> <p><i>In the Research Studio, you have a very short video to watch. It repeats over and over, and you can watch it many times to make new discoveries. While you watch, you can also zoom in and out for different perspectives. I won’t tell you any more</i></p>

	<i>about it. Try to write and draw something about what you notice in the video.</i>
Facilitation	Studios will be very busy. Circulate and offer support across activities. Encourage children to follow classmates' procedures exactly and to offer kind, specific, and helpful feedback to authors, verbally or in writing, as appropriate.

<p style="text-align: center;">Art</p> 	<p>Exploring Watercolors, with Resist</p> <p><u>Content Objective:</u> I can create areas of resistance using oil pastels with watercolor paints. I can make connections to water erosion.</p> <p><u>Process:</u> On dry paper, children first draw with oil pastels, using firm pressure to make dense marks. Then they paint with watercolors to see how the two media interact.</p> <p><u>Facilitation:</u> Observe the effects of watercolor and oil pastels, and think aloud with children about what you notice. <i>How does the oil pastel create a barrier, or resistance, to the watercolor?</i> <i>What is the effect if you have a thin line of oil pastel compared to a thicker line?</i> <i>What do you notice about how the paper, pastels, and watercolor interact?</i> Encourage children to share their discoveries with classmates at the Discovery Studio.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children to bring their paintings to the whole group to discuss how they were successful or challenged in controlling the watercolor paints by creating areas of resistance.</p> <p><u>Ongoing Assessment:</u> What do children notice about the movement of water and how it might be controlled? What connections do children make to the unit's Big Ideas?</p>
<p style="text-align: center;">Building</p> 	<p>Building with K'NEX and...</p> <p><i>Continues from Week 3 and Writing lessons</i></p> <p><u>Content Objective:</u> I can follow my classmates' procedures to build with K'NEX and other materials. I can record what I build with a sketch and in writing.</p>

	<p><u>Ongoing assessment:</u> What challenges and opportunities do children recognize in this new building material? Pay attention to how children follow procedures, including sequencing steps and using this form of informational text. Take side by side photos of structures and recorded designs to assess how children translate three-dimensional objects into two dimensions; compare these to notes from the Building and Discovery Studios from previous weeks.</p>
<p>Discovery</p> 	<p>Experimenting with Water Erosion and Slope <i>Continues from Week 3 and Science and Engineering lessons</i> <u>Content Objective:</u> I can predict, observe, and record the effects of water erosion on topsoil with sloping landscapes.</p> <p><u>Ongoing assessment:</u> Take notes about how children integrate these experiences with knowledge they are building in more formal, guided experiments during Science and Engineering lessons. Note children’s spontaneous and contextualized use of content vocabulary. Note, also, their approach to setting up experiments and recording findings.</p>
<p>Math</p> 	<p>Jump the Line <u>Objective:</u> I can represent whole numbers as lengths from 0 on a number line diagram.</p> <p><u>Process:</u></p> <ul style="list-style-type: none"> ● Together with a partner, children decide on 3 target numbers and mark them on the number line. ● On a turn: The child spins all 3 spinners. The child decides which moves to use. The child marks where they ended up on the number line. ● Children take turns spinning and moving on the number line. ● The first partner to land on 2 of the target numbers wins. <p><u>Facilitation:</u> Be sure to visit the Center and model how to play the game.</p> <p><u>Ongoing assessment:</u> Take notes about how children are approaching these partnership games. What math strategies are they using when it is their turn? How are they approaching the game, socially?</p>

Research



Timelapse Video

Content Objective:

I can watch carefully, talk about, and record my ideas about a timelapse video of land and river changing over time in South America.

Process:

The video is set to play on a laptop or other device (and possibly projected) so that children can watch it repeatedly, individually or in small groups. Zooming in and out offers different information about the landforms and the river. Children talk together about what they notice and about what might cause the river's changes.

Facilitation:

Allow children to be mesmerized by the video, and encourage them to ask questions.

Does this remind you of anything you have seen before?

What do you think is happening here? What makes you say that?

What do you understand by zooming in? By zooming out?

What ideas do you have about what causes the river and land to change?

How will you record what you are thinking about? Maybe with words or with a sketch?

Encourage children to explain their thinking using sentence stems such as I think ___ because ___. Encourage children to link their ideas and comments to those of their peers.

Ongoing Assessment:

Notice unit vocabulary words children use to describe what they see. They may discuss the flow of the river, and they may simply wonder about how earth can change so dramatically. Note the connections children make, as well as the questions and misconceptions that surface in their conversations and in their writing.

Writing and Storytelling



Photo Stories

Continued from previous weeks

Content Objective:

I can tell, act out, and write and draw stories inspired by images of places.

Ongoing Assessment:

Are children's stories evolving in language structures, complexity, and/or vocabulary use?

Do children act out their stories in ways that enliven and enlarge them?

Is the idea of place central to the stories children tell and act

	<p>out? How are children recording their stories?</p>
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<p>Standards</p>	<p>Standards addressed will depend on the studios in which children work. Some possibilities include developing work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p> <p><u>Building:</u> RI.2.10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.</p> <p><u>Discovery:</u> 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.</p> <p><u>Math:</u> SR.C.3 Relate addition and subtraction to length</p> <p><u>Research:</u> 2.T1.2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.</p> <p><u>Writing and Storytelling:</u> W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.T2.4. Explain and describe human interaction with the physical world (the environment).</p>
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Art Studio

While you are working, think about:

How does the oil pastel create a barrier to the watercolor?

What is the effect on thin and thick lines of oil pastel?

How do these materials interact?

Building Studio

While you are working, think about:

How can I keep track of what I am doing?

My structure doesn't look as I thought it would. Do I need to revise my building?

Does the procedure need to be revised?

Discovery Studio

While you are working, think about:

What happens when the water flows through the landscape?

How does the steepness of the slope affect erosion?

How do rocks affect erosion?

What do our observations make us think?

Math Studio

While you are working, think about:

How will you decide on your move?

How are you using addition or subtraction?

What do you like about playing games with a friend?

How can you teach this game to others?

Research Studio

While you are working, think about:

Have we seen anything like this before?

What can we understand by zooming in?

By zooming out?

What causes the river and land to change?

How can I record what I am thinking?

Writing and Storytelling Studio

While you are working, think about:

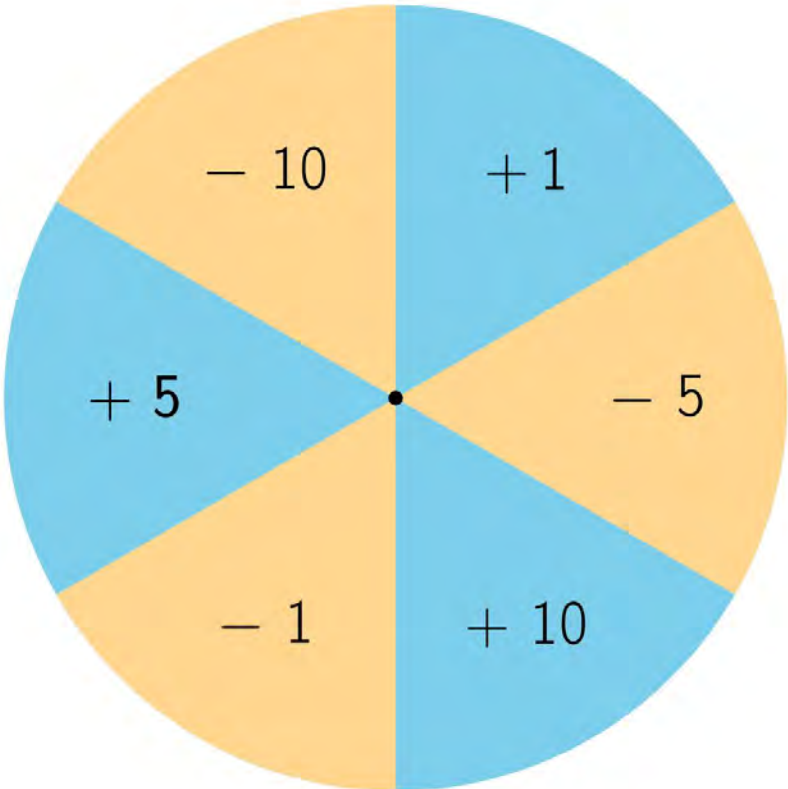
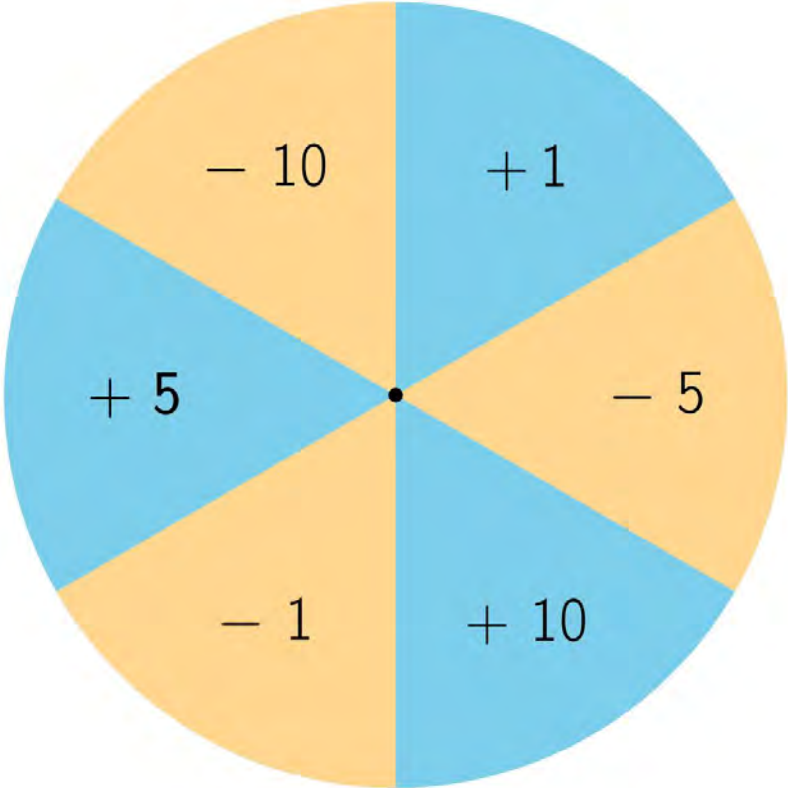
What is special about this place?

What stories might happen here?

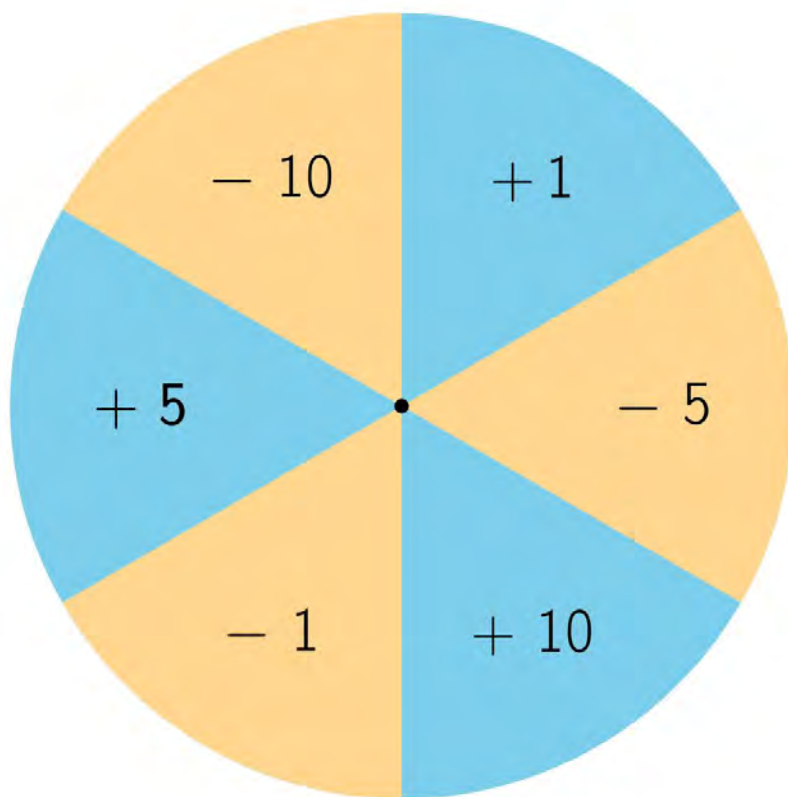
How can the wind, the water, and the land be characters in our story?

How can we act that out?

Jump the Line Stage 1 Spinners



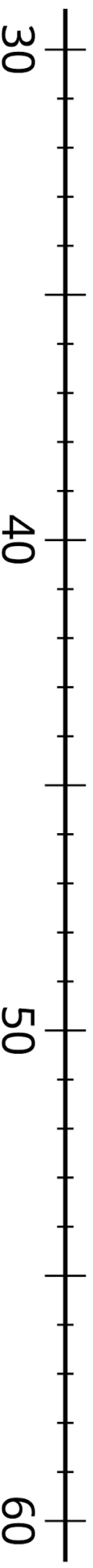
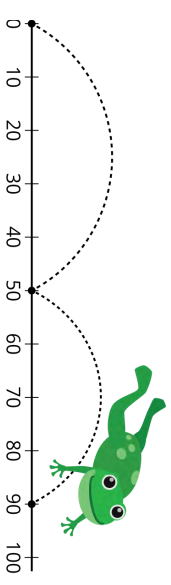
Jump the Line Stage 1 Spinners



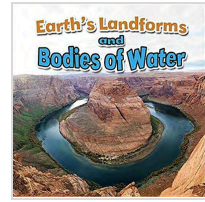
Jump the Line Stage 1 Gameboard

Directions:

- Together with your partner, decide on 3 target numbers and mark them on your number line.
- On your turn:
 - Spin all 3 spinners. Decide which moves you want to use on your turn.
 - Mark where you ended up on the number line.
- Take turns spinning and moving on the number line. The first partner to land on 2 of the target numbers wins.



Unit 2: The Forces of Wind and Water



WEEK 4 Day 1

Writing Report
Deconstruction: Introduction to Report

Content Objective	I can discuss the main purpose of a text. (R.9.2.b)
Language Objective	I can describe what I notice about a text. (SL.1.2)
Vocabulary	<p>caption: a short explanation of an image</p> <p>genre: a type of writing</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>information: facts or details about a subject</p> <p>organize: to arrange</p> <p>purpose: the reason for doing or creating something</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>subtopic: a smaller part of the topic</p> <p>topic: what the writing is about</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Report (in the Introduction documents). Note that this is a very brief introduction to report, which will be revisited in Unit 4.</p> <ul style="list-style-type: none"> ● <i>Earth’s Landforms and Bodies of Water</i>, Natalie Hyde ● Landform Images slides
Opening 1 minute	<i>Today we are going to begin learning about a new genre of writing called report. We will spend just this one week beginning to look at and write reports, and then we will come back to report later in the year.</i>
Deconstruction	Show <i>Earth’s Landforms and Bodies of Water</i> .

<p>15 minutes</p>	<p><i>This book, Earth’s Landforms and Bodies of Water, is a report. Why do you think Natalie Hyde wrote this book?</i></p> <p>Harvest the children’s ideas.</p> <p><i>This book gives us information about landforms and bodies of water. The purpose of reports is to organize information about a topic. The topic here is named in the title: Earth’s Landforms and Bodies of Water.</i></p>
<p>Contents</p>	<p><i>When we first read this book, we looked at the table of contents. It helped us understand how the information is organized. We know that information is grouped together in different sections. These groups are called subtopics.</i></p>
<p>page 10</p>	<p>Point to the Grand Canyon image.</p> <p><i>As we discussed during our first read of this book, there are many images with captions that provide more information about the topic.</i></p> <p>Read the Grand Canyon caption.</p> <p><i>That caption gives a lot of information! Turn and talk to a partner about what information is included in the caption.</i></p> <p>Harvest the children’s ideas.</p> <p><i>The caption includes the name of the place (the Grand Canyon), where it is located (Arizona), what type of landform it is (a canyon), and why it is special—all in one sentence!</i></p>
<p>Deconstruction 13 minutes</p> <p>Landform Images slides</p>	<p><i>I have some amazing images to show you!</i></p> <p>Show each slide. With each slide, stop to ask “What do you see?” and “How did this happen?” and harvest the children’s ideas.</p> <p><i>This week you will write a caption for one of these photos. Start thinking about which photo is most interesting to you, and you will choose your photos tomorrow.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we began learning about a new genre called report, which is written to organize information about a topic. Tomorrow we will look closely at a report to learn about its structure.</i></p>
<p>Standards</p>	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>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.</p>

Ongoing assessment	Reflect on the whole group discussion. What do the children already know about the purpose of report? What are their confusions? What do children know about captions? Reflect on children’s comments about the landforms images. What do they understand about erosion and how wind and water shape landforms? What unit vocabulary do they use? How do they explain what happened?
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Notes

Unit 2: The Forces of Wind and Water

WEEK 4 Day 2

Writing Report

Choosing and Researching Landforms

Content Objective	I can research to gather information. (W.1.2.a, W.1.2.b)
Language Objective	I can recount details from a text. (SL.2.2.a)
Vocabulary	caption: a short explanation of an image image: a representation of something in the form of a drawing, photograph, etc. report: a genre of writing whose purpose is to organize information about a topic
Materials and Preparation	<p>Writing groups formed today will stay in place until the end of Unit 2, through the Explanation writing unit. Small groups research and discuss information together, but each child produces their own report and explanation. In this lesson, groups are formed naturally, based on children’s choice of images. Be prepared to suggest switches for groups that may not turn out to be productive.</p> <ul style="list-style-type: none">● Landform Images, in sheet protectors Display the images in a way that all children can look at them comfortably and can move around to see them more closely (hanging around the room, on tables, on the floor).● writing tools● sticky notes, one for each child● Caption Templates, 4-5 copies of each, enough to give one template to each child● Landform Research packet, one for each pair of children● Keeping Track of Landforms sheet
Opening 1 minute	<i>Yesterday we began learning about report, and we looked at some exciting images of landforms.</i>

<p>Research 28 minutes</p>	<p><i>Today you will choose one of the images we looked at yesterday to research and write about. For the rest of the unit you will write about that landform and explain how it got its shape. You will have time right now to look at the images again. Look carefully at each, and think about which is most interesting to you. When you have chosen an image, write your name on a sticky note and attach it to the image.</i></p> <p>Allow the children time to quietly walk around, examine the images, and choose one. Ideally, about four children will be writing about each image. (If needed, negotiate as a class how to distribute the images, perhaps asking children to consider a second choice.)</p>
	<p><i>Now that you all have chosen images, you will have a chance to do some research to write your caption report. You will get a sheet like this.</i></p> <p>Show the Caption Template.</p> <p><i>At the top of the paper is the image you are researching. Underneath is a blank box where you will write your caption. At the bottom is a world map. You will need to indicate on the map where your landform is located.</i></p> <p><i>On the back of the page is space to take notes from your research. It includes a set of questions to guide you. They say “What is this landform’s name?” “What type of landform is it?” “Where is it located?” There is also a section that says “Other Notes.” If you find out something really exciting about your landform that does not answer one of the questions above, you can write it in this section.</i></p> <p>Show the Landform Research packet.</p> <p><i>Here is the packet you will use to research your landform. The first page has the names and images of different types of landforms. The rest of the packet includes profiles of the landforms you are researching. Find the page that matches your landform. Read the information on the page. Then, record the answers to the research questions on the back of your Caption Template.</i></p> <p>Send the children in pairs to research and record their findings. As they write, circulate to support their work.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will continue researching and learn about an important language feature of report.</i></p> <p>After the lesson, on the Keeping Track of Landforms sheet, record the</p>

	names of the children researching each landform, for use in Week 5.
Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Collect the Caption Templates.</p> <p>What information do children gather?</p> <p>How effectively do they record the information?</p> <p>Is anything missing?</p>

Notes







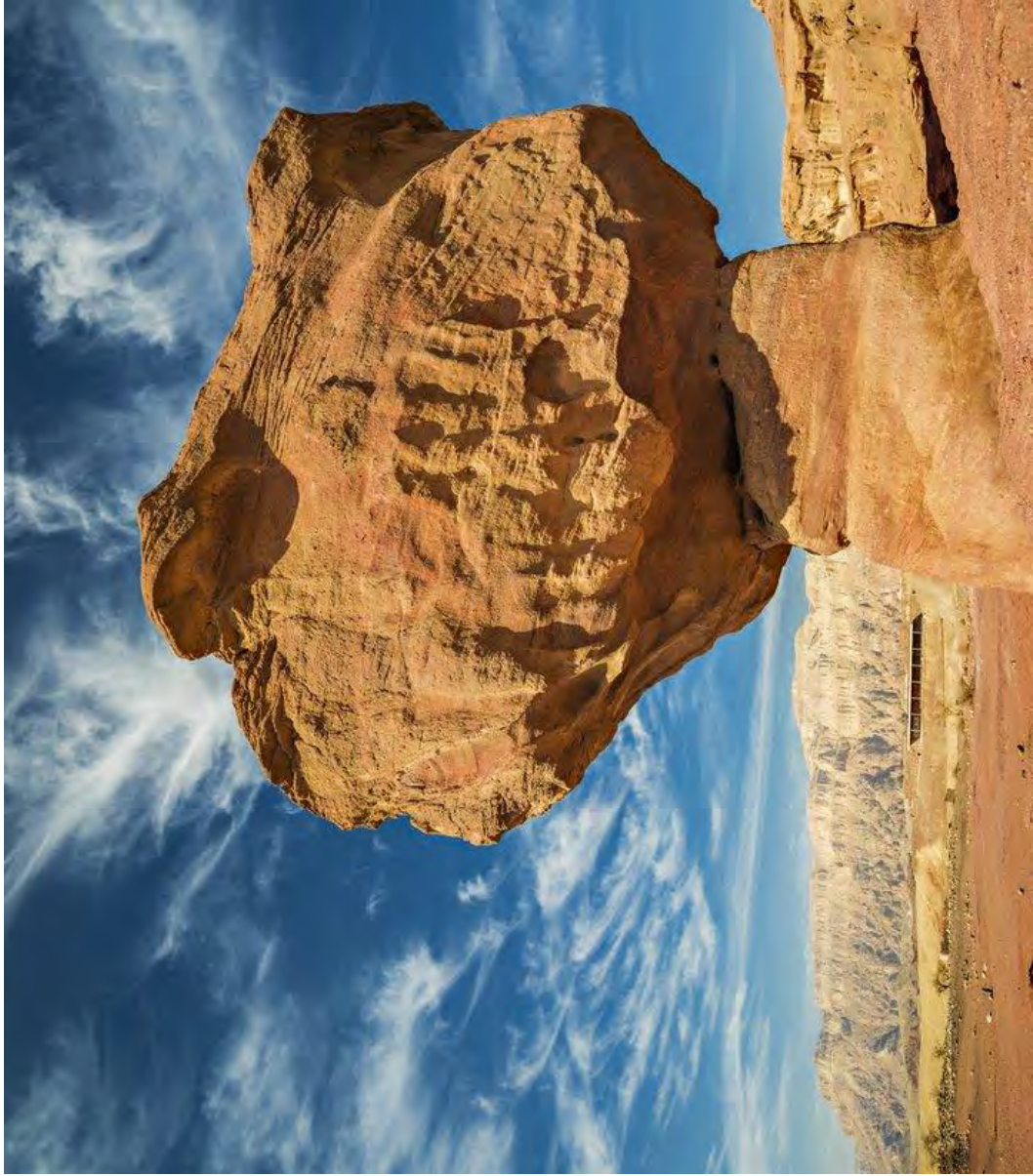


Photo: Serge125/Shutterstock

<https://www.fromthegravine.com/travel/explore-odd-formations-tima-valley>



Photograph: Christian Heinrich, Getty Images
<https://www.lonelyplanet.com/south-africa/blyde-river-canyon/attractions/blyde-river-canyon-nature-reserve/a/poi-sig/1060988/1320517>





Names: _____

What is this landform's name?

What type of landform is it?

Where is it located?

Other Notes:





Names: _____

What is this landform's name?

What type of landform is it?

Where is it located?

Other Notes:





Names: _____

What is this landform's name?

What type of landform is it?

Where is it located?

Other Notes:





Names: _____

What is this landform's name?

What type of landform is it?

Where is it located?

Other Notes:





Names: _____

What is this landform's name?

What type of landform is it?

Where is it located?

Other Notes:

Types of Landforms



butte



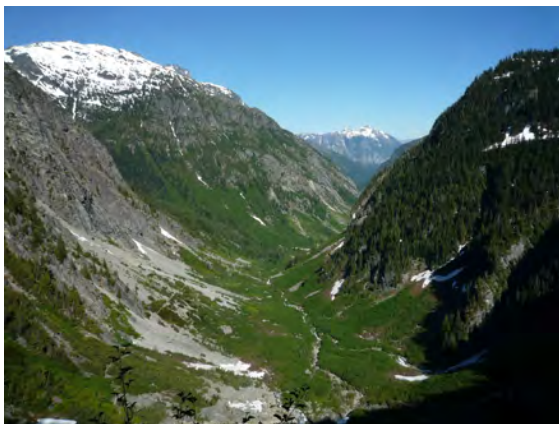
canyon



cliff



mushroom rock



valley

The Cliffs of Moher

The Cliffs of Moher are located on the southwestern coast of Ireland, along the Atlantic Ocean. The cliffs were formed about 320 million years ago where there once was a gigantic river delta. They are made



mainly of shale and sandstone, and the oldest rocks are found at the bottom of the cliffs. Waves crash against the bottom of the cliffs and erode its base, causing pieces of the upper cliff to fall off. The cliffs are rich with fossil formations and covered in wildflowers. The Cliffs of Moher are full of life. Not only do badgers, rabbits and goats live on the cliffs, but there are more than 20 species of birds, including Atlantic puffins.

<http://justfunfacts.com/interesting-facts-about-the-cliffs-of-moher/>
<https://www.cliffsofmoher.ie/about-the-cliffs/geology/>

Writing U2 W4 D2

The Mushroom

The Mushroom is one of many interesting rock formations found in Timna Valley, Israel. The Mushroom is a mushroom rock, also called a pedestal rock. It is larger on the top and thinner on the bottom. Mushroom rocks are made of soft rock, like sandstone, and are often found in deserts. They are formed by erosion over thousands of years. The bottom of the rock erodes faster than the top, giving the rock its unusual shape. Today, people visit Timna Valley to see the beautiful landscape and rock formations and to dig for copper.



https://en.wikipedia.org/wiki/Mushroom_rock

<https://www.fromthegrapevine.com/travel/explore-odd-formations-timna-valley>

Writing U2 W4 D2

Blyde River Canyon

Blyde River Canyon is located in Mpumalanga, South Africa and is one of the largest canyons in the world. A canyon is a deep, narrow valley situated between cliffs that formed long ago by erosion. The Blyde



River Canyon is made mostly of sandstone and is covered by a lush, subtropical environment. It is home to many kinds of plants and wildlife, including fish, antelope, many kinds of birds, hippos, monkeys, and even crocodiles! One of the most beautiful parts of the Blyde River Canyon is the Kadishi Tufa waterfall, which many people says looks like a sad, crying face in the rock walls.

https://en.wikipedia.org/wiki/Blyde_River_Canyon

Writing U2 W4 D2

Fraser River Valley

The Fraser River Valley, located in British Columbia, is one of Canada's largest valleys and fertile floodplains. Valleys are low areas of land between cliffs that were created by flowing rivers or shifting glaciers.



During the ice age, the area we now call the Fraser River Valley was covered by glaciers. As the glaciers shifted, the land became covered by water and a basin formed. A basin is a low area filled with water. Today, the valley has some urban areas with factories and housing, as well large rural areas of farmland. Other areas of the valley have been preserved for nature and have ecosystems full of plant and animal life, such as salmon, herons, beavers, coyotes, and black-tailed deer. The Fraser River Valley is famous for being a great spot to see bald eagles and their nests.

https://en.wikipedia.org/wiki/Fraser_Valley
http://www.env.gov.bc.ca/bcparks/eco_reserve/fraseriv_er/fraser.pdf?v=1507903578562

Writing U2 W4 D2

Desert landforms at Wadi El Hitan, Valley of the Fossils

Wadi El Hitan, which means “Whale Valley” in Arabic, is a site in Egypt where many important whale fossils have been found. It is also the home to




landforms such as cliffs and buttes. Buttes are tall, narrow, flat-topped towers with steep sides. They were once part of flat, high areas of land called mesas, or plateaus, and formed because of erosion by wind. Buttes form in hot and dry regions of the United States like New Mexico, Arizona, and Utah, as well as in other places around the world. These desert landforms at Wadi El Hitan are buttes. The buttes and cliffs in Wadi El Hitan are mainly made of marine sandstone. Wadi El Hitan also contains fossils of other animals, such as sharks, crocodiles, turtles and rays. Today, the area is home to desert plants and animals, such as the red fox and North African jackal, a relative of the rabbit.

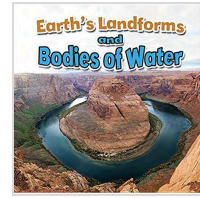
<https://www.nationalgeographic.org/encyclopedia/butte/>
https://en.wikipedia.org/wiki/Wadi_El_Hitan

Writing U2 W4 D2

Keeping Track of Landforms

Landform information	Children who are researching it
 <p data-bbox="607 346 792 604">Desert landform at Wadi El Hitan, Valley of the Fossils; butte formed by wind erosion</p>	
 <p data-bbox="406 751 734 825">Fraser River Valley; valley formed by a glacier</p>	
 <p data-bbox="574 1035 734 1178">The Cliffs of Moher; cliff formed by waves</p>	
 <p data-bbox="527 1373 737 1482">The Mushroom; mushroom rock formed by wind</p>	
 <p data-bbox="203 1822 789 1854">Blyde River Canyon; canyon formed by a river</p>	

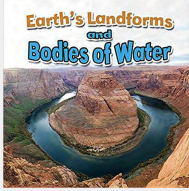
Unit 2: The Forces of Wind and Water



WEEK 4 Day 3

Writing Report
Deconstruction and Joint Construction: Adjectives

Content Objective	I can research to gather information. (W.1.2.a, W.1.2.b)
Language Objectives	I can identify the adjectives in a text. (L.1.2.e) I can recount details from a text. (SL.2.2.a)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea caption: a short explanation of an image information: facts or details about a subject noun: a word that names a person, place, thing, or idea organize: to arrange purpose: the reason for doing or creating something report: a genre of writing whose purpose is to organize information about a topic topic: what the writing is about
Materials and Preparation	<ul style="list-style-type: none">● Report Adjectives slides● Report anchor chart images, cut apart● chart paper Prepare the following Report anchor chart. Cut out the mentor text image and glue it to the chart.

	<p style="text-align: center;">Report</p> <p>Purpose: to organize information about a topic</p> <p>Examples:</p>  <p>Stages:</p> <p>Language:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including Caption Templates and Landforms Research Packets, from Day 2
<p>Opening 1 minute</p>	<p><i>Yesterday you began researching your landforms. Today you will continue that research, but first we will learn about a language feature of reports.</i></p>
<p>Deconstruction 13 minutes</p> <p>slide 2</p>	<p><i>Let’s take another look at this caption. I am going to read it in two ways. As I read, think about what information the caption provides.</i></p> <p><i>What information does this version of the caption provide? [its name and the type of landform]</i></p>
<p>slide 3</p>	<p><i>Now listen as I read the caption again.</i></p> <p><i>What additional information does the full caption provide?</i></p>

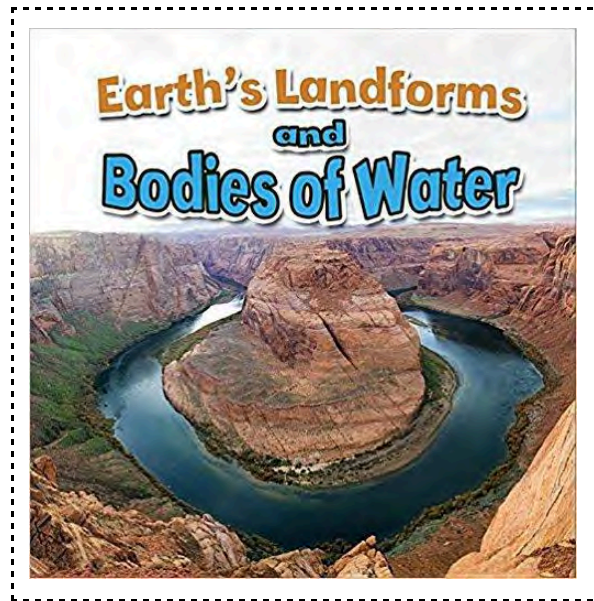
	[its location and what makes it special]
slide 4	<p><i>Remember, adjectives describe nouns. They answer the questions</i> <i>How many or much?</i> <i>What kind?</i> <i>What like? and</i> <i>Which ones? Whose?</i></p> <p><i>In procedures we used adjectives to make the materials list more precise.</i></p>
slide 5	<p><i>In reports, adjectives are used to pack in a lot of information.</i> <i>Natalie Hyde packs a lot of information into just one sentence by using these adjectives!</i></p>
	<p>Show the Report anchor chart.</p> <p><i>Remember, the purpose of reports is to organize information about a topic. One example of a report is Earth’s Landforms and Bodies of Water. We are going to talk about the structure of reports later this year, so we’ll leave this part blank for now.</i></p> <p><i>Today we are learning that adjectives are important to reports. They are important for packing information into a text, both for this Grand Canyon caption—a very short report—and for the rest of this book—a longer report. Let’s add what we have learned about adjectives to our chart.</i></p> <p>Add the adjectives card to the Language section.</p>
<p>Deconstruction and Continued Research 15 minutes</p> <p>slide 6</p>	<p><i>Now you will work with your partner from yesterday to identify the adjectives in your research article. Reread the article. As you read, circle nouns that name your landform. Then go back and underline any adjectives you find that describe your landform. These will help you tomorrow when you write your caption.</i></p> <p><i>After you have identified adjectives, you can continue to answer any research questions you were not able to complete yesterday.</i></p> <p>Continue to show the slide. Send children in pairs with Caption Templates and Landform Research Packets. As they work, circulate to support them with identifying adjectives. Guide them to identify the nouns that name their landforms and then ask the questions on the slide to identify adjectives.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about the adjectives in reports, and you continued to research your landform. Tomorrow you will use your research to</i></p>

	<i>write a caption.</i>
Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
Ongoing assessment	<p>Collect the Landform Research Packets. Do children successfully identify adjectives? What are their confusions?</p> <p>Collect the Caption Templates. What information do children gather? How effectively do they record the information? Is anything missing?</p>

Notes

Report anchor chart images

mentor text



language

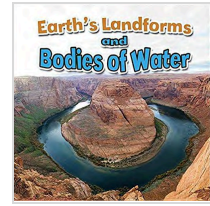
What you need:

- a strong piece of cardboard
- a bucket of sand
- a block of wood or a box
- a full pitcher of water

adjectives that pack information

Writing U2 W4 D3

Unit 2: The Forces of Wind and Water



WEEK 4 Day 4

Writing Report
 Joint Construction
 Individual Construction

Content Objective	I can use research to write a report caption. (W.3.2, W.2, W.1.2.a)
Language Objectives	I can pack information using adjectives. (L.1.2.e) I can capitalize the name of my landform. (L.2.2.a)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea caption: a short explanation of an image image: a representation of something in the form of a drawing, photograph, etc. information: facts or details about a subject
Materials and Preparation	<ul style="list-style-type: none"> ● Popham Beach Caption slides Make a copy of the slides for recording a jointly constructed caption. ● writing tools ● children’s writing folders, including Caption Templates and Landforms Research Packets, from Day 2
Opening 1 minute	<i>Today you will use your research to write a caption for the image of your landform. Let’s practice together first.</i>
Joint Construction 13 minutes	<i>We will be talking a lot about Popham Beach for the next few weeks. As a class, we will write a caption for this Popham Beach photo.</i>
slide 2	
slide 3	<i>I did some research about Popham Beach that we can use to write our caption.</i>

	Read the research questions and answers aloud.
slide 4	<p><i>Our job is to put these ideas together into just one sentence that uses adjectives to include as much information as possible. What could that sentence sound like? Take a minute to think and share your idea with your partner. Then we'll collect our ideas.</i></p> <p>Harvest the children's ideas. Write several options on the slide. Discuss which gives the most information, and decide on one as a class.</p>
slide 5	Record the class-generated caption. Point out the adjectives (both single words and prepositional phrases) included in the caption.
slide 6	<p><i>Our last step is to locate Popham Beach on the world map. Where is Popham Beach on the map?</i></p> <p>Guide the children to locate Popham Beach. Insert a star on the map to indicate its location.</p>
Individual Construction 15 minutes slide 7	<p><i>Now it's your turn.</i></p> <p>Review the steps on the slide.</p> <p>Send children in pairs with Caption Templates and Landform Research Packets. As they work, circulate to support children with turning their research into one-sentence captions. Encourage children to use adjectives to pack more information into their sentences.</p>
Closing 1 minute	<i>Today we wrote captions for images of landforms. Tomorrow you will give and receive feedback and revise your captions.</i>
Standards	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.2.a Capitalize holidays, product names, and geographic names.</p>
Ongoing assessment	<p>Collect the Caption Templates.</p> <p>What information do the children include?</p> <p>How much information is packed into the caption?</p> <p>Does the caption include adjectives?</p> <p>Do children accurately locate their landforms on the map?</p>

Unit 2: The Forces of Wind and Water

WEEK 4 Day 5

Writing Report
Feedback and Revision

Content Objectives	<p>I can use feedback to choose how to revise my writing. (W.2.2.a)</p> <p>I can revise my writing to fit the purpose, structure, and language of report. (W.3.2, W.2., W.2.2.a, L.1.2.e)</p>
Language Objectives	<p>I can ask my partner questions to understand their writing choices and answer questions about my writing choices. (SL.2.2.b)</p> <p>I can capitalize the name of my landform. (L.2.2.a)</p>
Vocabulary	<p>caption: a short explanation of an image</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>revision: change made to improve writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● class copy of the Popham Beach Caption slides, from Day 4 ● Caption Feedback sheet, one copy for each child and one for the class ● children’s writing folders, including Caption Templates and Landforms Research Packets, from Day 2 ● writing tools
Opening 1 minute	<p><i>Today you will give and receive feedback on each other’s work. Then you will use this feedback to revise your caption.</i></p>
Joint Feedback and Revision 10 minutes slide 5	<p><i>Let’s read the caption we wrote together.</i></p> <p>After reading the caption, show the Caption Feedback sheet.</p> <p><i>We wanted to include the name of our landform—did we include that information?</i></p> <p><i>During our Language lessons this week we learned that when we are naming a specific place, we should use capital letters. Did we do that?</i></p> <p>Record feedback on the sheet. Repeat the process to complete the Caption</p>

	<p>Feedback packet.</p> <p>If the caption does not include all of the necessary information written in one sentence, discuss with the children what revisions need to be made, and correct it on the slide.</p>
<p>Peer-to-Peer Feedback and Revision 18 minutes</p>	<p>Show the Caption Feedback sheet.</p> <p><i>This is the sheet you will use to give each other feedback. Read your caption to your partner. Discuss the questions together. If the answer is “Not Yet,” or if something needs to be changed or added, write this information in the “Plan” section. Then switch and provide feedback for the other partner’s caption.</i></p> <p><i>After each of you has received feedback, use that feedback to revise your caption.</i></p> <p>Send the children to work in pairs. As children work, circulate to support them with providing each other feedback. After providing feedback, guide children to use the feedback to revise their captions.</p>
<p>Closing 1 minute</p>	<p><i>These captions give a lot of information about each of the landforms in just one short sentence! Next week we will begin learning about a new genre—explanation—which will help us to write about how the landforms got their shape.</i></p> <p>Notes: Children will use their Caption Templates during the Explanation unit. Keep the Report anchor chart to revisit and add to during Unit 4.</p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.2.a Capitalize holidays, product names, and geographic names.</p>
<p>Ongoing assessment</p>	<p>Review feedback sheets and captions and note how children incorporated feedback.</p> <p>What elements did the original caption include? What was missing?</p>

Date: _____

Caption Feedback

Writer's Name: _____

Reviewer's Name: _____

The caption includes...

the **name** of the landform

Yes, and it is capitalized	Yes, and it is lowercase	Not Yet
Plan:		

the **type** of landform

Yes, and it is correct	Yes, but it is not correct	Not Yet
Plan:		

the landform's **location**

Yes, and it is correct	Yes, but it is not correct	Not Yet
Plan:		

The writer placed the landform in the right **place on the map**.

Yes	Not Yet
Plan:	