

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	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
Week 4	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
Materials and Preparation	• 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	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. 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. After about 7 minutes, signal for children to finish their answers and return to the whole group. 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> Write the response on the chart paper. <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> 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.
Closing	<i>You have really packed words into your answers to the Weekly Questions!</i>
Standards	SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. L.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).
Ongoing assessment	Listen to children's conversations as they work. How accurately do children use words in context?

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