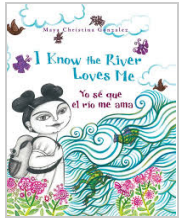
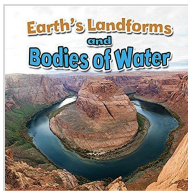
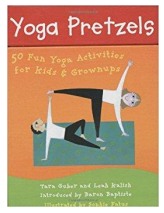


Unit 2: The Forces of Wind and Water

WEEK 4 At a Glance

Weekly Question: What is our relationship with water?		
Texts    	Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>approach (n)</i> , <i>approach (v)</i> , <i>barrier</i> , <i>deposit</i> , <i>fertile</i> , <i>relationship</i> , <i>sediment</i> , <i>suitable</i> Day 3: Capitalization Day 4: Capitalization Day 5: Answering a Weekly Question	
	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	
	Stations Guided Independent Reading	
	Listening & Speaking: Listen & Respond (<i>Water Rolls</i> , <i>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	
Mentor texts  	Science and Engineering Lesson 1: The Forces of Water on Land Lesson 2: The Forces of Water on Land: Discussion	Studios Children use materials in each studio to try out the procedures their classmates have written.
	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	

At a Glance U2 W4