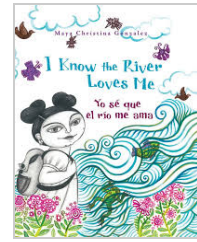


Unit 2: The Forces of Wind and Water

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	belong: to be a part of something * flow: to move in a smooth, steady stream (*Week 3) leap: to jump tug: to pull on something
Materials and Preparation	• <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.

Text Talk U2 W4 D1

	<table><tr><th colspan="3">Maya and Rivers</th></tr><tr><th>Detail in the words or illustration</th><th>What this makes me think about rivers</th><th>What this makes me wonder about rivers</th></tr><tr><td></td><td></td><td></td></tr></table> At the Writing Station: 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								
Opening 5 minutes slide 1	Introduce the text. <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> 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. <i>Before we begin reading, let's think and talk about our own feelings about rivers.</i> <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> Listen as children talk to gain information about their experiences with rivers. 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>									

	<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><tr><th colspan="3">Maya and Rivers</th></tr><tr><th>Detail in the words or illustration</th><th>What this makes me think about rivers</th><th>What this makes me wonder about rivers</th></tr><tr><td>The river changes—in the winter low and quiet, in the summer full and loud (page 17)</td><td>Maybe the river is quiet in the winter because parts of it are frozen.</td><td>Why does the river get lower in the winter?</td></tr></table> Show the Writing Station Response sheet and refer to the prompt on the whiteboard. <i>This is the sheet you will use; it has the prompt at the top.</i> 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. <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>	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?
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Closing 1 minute	<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>									
Weekly Question Chart 3 minutes	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.									
Standards	R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms. 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. SEL. Self-Awareness									
Ongoing assessment	Listen in to children’s conversations and review their written responses in both Text Talk notebooks and at the Writing Station.									

	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? 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.
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Notes

