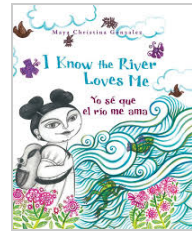


Unit 2: The Forces of Wind and Water

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	• <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 On the whiteboard, write:

Text Talk U2 W4 D2

	What is happening in the text? Where do you find personification? Why do you think the author describes the river in this way? For partner reading, create pairs strategically, based on children's individual needs and their interest in the text.
Opening 1 minutes	Reintroduce the book. <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> <i>What is happening in the text?</i> <i>Where do you find personification?</i> <i>Why do you think the author describes the river in this way?</i>
Text and Discussion 25 minutes page 2, stanza 1	<i>Today you'll read with a partner.</i> Have partners sit side by side. Distribute the <i>I Know the River Loves Me</i> text. <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> Read the first stanza. Note to the children that each stanza is numbered. 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?
pages 4-7, stanzas 2-3	<i>Let's read the next two stanzas together. As we read, think about what is going on in the text.</i> Invite children to read chorally. <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> Reread the questions on the board. In the whole group, invite a few children to share their responses.
pages 8-13, stanzas 4-6	Use shared reading for stanzas 4-6. <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> Invite a few more children to share their responses to the questions on the

	board.
pages 14-23, Stanzas 7-11	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> 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. 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> As children discuss, encourage them to make connections to each other's comments using the "Me, too" signal and to use established discussion prompts.
Key Discussion 10 minutes	<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> Distribute Text Talk notebooks and pencils. <i>Look back over the text with your partner. What are examples of lines that Maya repeats?</i> <i>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> Invite children to share their writing with their partners, and then harvest some ideas in the whole group.
Closing 4 minutes	<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> <i>We can learn more about Maya through the Author's Statement—what the author wants to make sure we know about</i>

	<i>her book. Let's read it!</i> Read the author's statement aloud. Allow for conversation about what additional information this page conveys. As the conversation unfolds, add to the Weekly Question Chart where relevant.
Standards	R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. 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). 2.T2.4 Explain and describe human interaction with the physical world (the environment). SEL.Social Awareness
Ongoing assessment	Note children's discussion of the text. Are children reading closely in order to understand the text? How do children approach personification? Listen in to conversations the children are having and observe their Note Break responses. 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
