

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. • 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	<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> 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,

	remarking on parts of speech and morphology and affirming children's word knowledge. 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.
Day 2	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>
Teaching the words	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> 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>
	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> 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>
	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> 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>
	deposit (verb) Elaboration:

	<i>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.</i> <i>In our study, we are thinking about how water picks up and deposits dirt in other places to change the land.</i> <i>In both cases, the meaning is to put something down in a place.</i> Think, Pair, Share prompt: <i>What do you deposit in your cubby when you come to school each morning?</i>
	fertile (adjective) Elaboration: <i>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.</i> Think, Pair, Share prompt: <i>If you were a farmer with a plot of fertile land, what would you grow?</i>
	relationship (noun) Elaboration: <i>What we eat affects how healthy we are; there's a relationship between food and health.</i> Think, Pair, Share prompt: <i>Think about a rainy or very cold day. What's the relationship between the weather and your activities?</i>
	sediment (noun) Elaboration: <i>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.</i> Think, Pair, Share prompt: <i>Have you ever noticed any sediment on the street after a storm? What did you see?</i>
	suitable (adjective) Elaboration: <i>This child's coat is suitable for the weather—a raincoat is just right</i>

	<i>for a rainy day! A raincoat would not be suitable for a hot, sunny day at the beach.</i> Think, Pair, Share prompt: <i>What kinds of clothes are suitable for a very cold day?</i>
Closing	<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>
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.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Ongoing assessment	Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words. 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? Keep a list to follow each child's vocabulary growth over time.

Notes
