

UNIT: “THIRSTY PLANET”

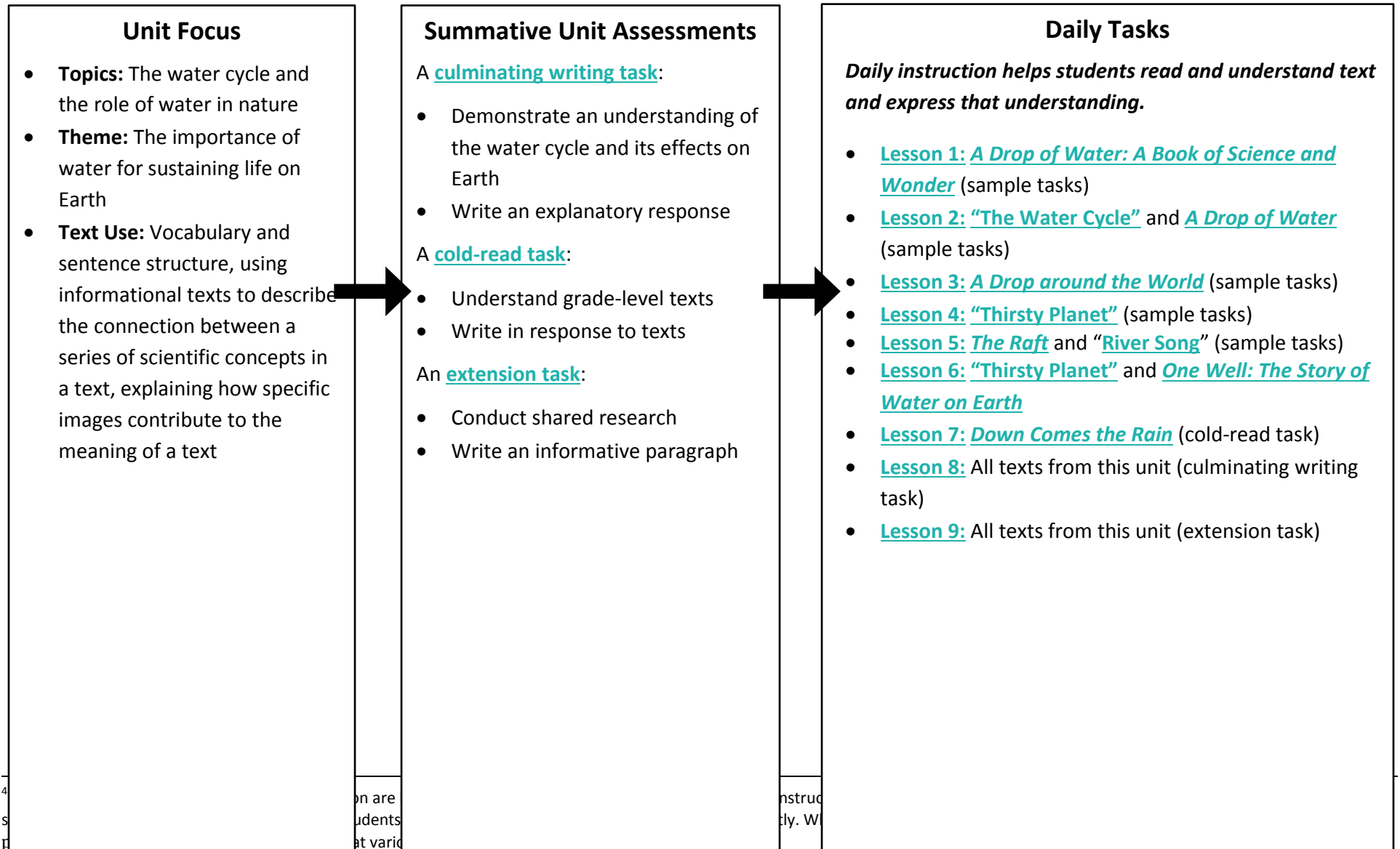
<p>ANCHOR TEXT¹ “Thirsty Planet,” Beth Geiger, from the October 2010 edition of <i>National Geographic Explorer</i>, Pathfinder Edition (pages 18-23)</p> <p>RELATED TEXTS</p> <p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • The Raft, Jim LaMarche • A Drop around the World, Barbara McKinney <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • A Drop of Water: A Book of Science and Wonder, Walter Wick • “The Water Cycle” from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand² (pages 115-118 of the <i>Read-Aloud Anthology</i>) • One Well: The Story of Water on Earth, Rochelle Strauss and Rosemary Woods • <i>Down Comes the Rain</i>, Franklyn Branley <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • “River Song”³ from <i>We All Live Downstream</i>, Banana Slug String Band 	<p>UNIT FOCUS</p> <p>Students learn about the water cycle and the role of water in nature. Through various descriptions of water’s journey throughout the world and the lives that depend on it for survival, students come to appreciate the importance of water and the need to maintain its sustainability for generations to come. This set connects to science.</p> <p>Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts</p> <p>Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10</p> <p>Reading Foundational Skills:⁴ RF.2.3a-f; RF.2.4a-c</p> <p>Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8</p> <p>Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p> <p>Language: L.2.1a-f; L.2.2a, c-e; L.2.4a-e; L.2.5a-b; L.2.6</p> <p>CONTENTS</p> <p>Page 383: Text Set and Unit Focus</p> <p>Page 384: “Thirsty Planet” Unit Overview</p> <p>Pages 385-388: Summative Unit Assessments</p> <p>Page 389: Instructional Framework</p> <p>Pages 390-406: Text Sequence and Sample Whole-Class Tasks</p>
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¹ Some texts, questions, and tasks in this unit are originally included in—and in some cases adapted from—the Core Knowledge Grade 2 Domain 12 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional Information about the license specific to Core Knowledge is available [here](#).

² To access the Core Knowledge texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

³ <http://bananaslugs.bandcamp.com/track/river-song>

“Thirsty Planet” Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK⁵

Have students respond to the following prompt: “Describe the process of the water cycle. List each step of the cycle and describe how each step is connected to the one before it and the one after it. Then, explain why water is needed to sustain life on Earth.” (RI.2.1, RI.2.2, RI.2.3, W.2.8)

Teacher Notes:

- *Students are asked to describe the connections between the stages of the water cycle and to explain why water is essential for sustaining life. They should write two paragraphs. In the first paragraph, students should introduce the topic, use facts and definitions to explain each step of the water cycle, and provide a concluding statement or section. Students should then write a second paragraph to explain why water is needed to sustain life on Earth. (W.2.2)*
- *Prompt students to use notes from the unit, specifically the notes from Lessons 2 and 3. (W.2.8)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and simple and compound sentences. Students should consult a beginning dictionary to check and correct spelling. (L.2.1a, b, c, d, e, f; L.2.2e) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.2c-d)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: The water cycle and the role of water in nature • Theme: The importance of water for sustaining life on Earth • Text Use: Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text 	This task assesses: <ul style="list-style-type: none"> • Demonstrating an understanding of the water cycle and its effects on Earth • Writing an explanatory response 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 8 (use this task)

⁵ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK⁶

Have students independently read *Down Comes the Rain* by Franklyn Branley. (RI.2.10; RF.2.4a, c) Then ask them to independently read and answer in writing a combination of multiple-choice and constructed-response questions⁷ about the text. Sample questions:

1. Read page 23. Describe the connection between water vapor and ice drops. (RI.2.1; RI.2.3; W.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
2. Read pages 24 and 25. Look at the illustrations. Explain how this diagram helps the reader to understand what happens to water when it freezes in the air. (RI.2.1; RI.2.7; W.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
3. Read pages 27 and 28. Identify the main focus of page 28. (RI.2.1, RI.2.2)
4. Identify the main purpose of the text. What does the author want to explain? (RI.2.1; RI.2.6; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topics: The water cycle and the role of water in nature• Theme: The importance of water for sustaining life on Earth• Text Use: Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Understanding grade-level texts• Writing in response to texts	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks included)• Lesson 2 (sample tasks included)• Lesson 3 (sample tasks included)• Lesson 4 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 7 (use this task)

⁶ Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁷ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁸

Have students write an essay in which they explain the ways we can conserve water.⁹

1. Students reread sections in *One Well* and “Thirsty Planet” and take notes on conserving water. (Lesson 6)
2. Have students respond to the following prompt in writing: “What can you do to save water?” **(RI.2.1, RI.2.2, W.2.2) (Lesson 7)**
3. Prompt students to introduce the topic they are writing about, clearly answer the question, provide examples from their notes and texts, “wrap up” the essay with a concluding sentence, spell words correctly, and use capitals, periods, and question marks. **(L.2.2a, d, e)**
4. Prompt students to use words from the vocabulary display as needed to help with writing. **(L.2.6)**
5. Ask students to share their written response with a partner to evaluate the detail. Ask them: “Do you agree or disagree with your partner’s explanation? Why? What can be edited to clarify their work?” **(SL.2.1c)**
6. Have students create a final draft of the essay. If time allows, help students publish their entries using technology. **(W.2.6)**
7. Then ask students to finish their written response by drawing an illustration that supports their writing. **(SL.2.5)**
8. Access grade 2 student samples of on-demand writing for this prompt [here](#).¹⁰

Teacher Notes:

- *If needed, provide students with additional resources to learn ways to conserve water. These resources are available through <http://achievethecore.org/file/1046>.*
- *Students are asked to explain various ways to conserve water based on texts read in the unit. They are asked to write an informative paragraph using facts to develop their points. **(W.2.2)***
- *The completed writing should use words from the word display. **(L.2.6)** Students should write in complete sentences, using adjectives and adverbs properly. **(L.2.1e, f)** The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. **(L.2.1a-d; L.2.2a, c-e)***
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. **(W.2.5)***

⁸ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁹ This writing prompt is adapted from a Common Core Informative/Explanatory Writing resource at <http://achievethecore.org/file/1046>.

¹⁰ <http://achievethecore.org/file/968>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topics: The water cycle and the role of water in nature • Theme: The importance of water for sustaining life on Earth • Text Use: Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting shared research • Writing an informative paragraph 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 6 (sample tasks included) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹¹ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹²</p> <p><i>A Drop of Water: A Book of Science and Wonder</i>, Walter Wick</p>	<p>TEXT DESCRIPTION: <i>A Drop of Water: A Book of Science and Wonder</i> provides photographs of water in different forms (drops, snowflakes, etc.) and explanations of the photographs.</p> <p>TEXT FOCUS: <i>A Drop of Water</i> will be used to introduce unit vocabulary and the stages of the water cycle. This text will be referenced and read aloud throughout the unit to support the related texts being read.¹³</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to <i>A Drop of Water: A Book of Science and Wonder</i>, focusing on vocabulary and states of matter. Students write an informative paragraph describing the process of change in water from solid to liquid to vapor.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud pages 6-13 of <i>A Drop of Water: A Book of Science and Wonder</i> with minimal interruptions. Project the images for students to view while listening to the text. • Word Work: Build a vocabulary display¹⁴ throughout the unit that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Reread page 7 and prompt students to use context clues to find the meaning of the words <i>droplet</i> and <i>molecules</i>. <ul style="list-style-type: none"> ▪ Ask students: “What is a water droplet made of? What words does the author use to describe molecules?” (RI.2.1, RI.2.4, L.2.4a) ▪ Discuss the meaning of the words <i>elongate</i>, <i>cling</i>, <i>tension</i>, <i>stretch</i>, <i>shrink</i>, and <i>elastic</i> in relation to water. Ask students to demonstrate the actions of water droplets using these words. (L.2.5b) ▪ Have students work in pairs to create a semantic map¹⁵ or concept map¹⁶ that visually illustrates the connections between the meaning of the words and their word families (e.g., <i>tense</i> and <i>tension</i>). (RI.2.3, L.2.4c) As part of their mapping, prompt students to add real-life connections between the words and how they are used. (L.2.5a) Display the words for students to use when they write. ▪ Have students record all word work, notes, question responses, and writing from this unit in an ongoing

¹² **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹³ Portions of the lesson for *A Drop of Water: A Book of Science and Wonder* are taken or adapted from a lesson produced for the Read-Aloud Project.

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

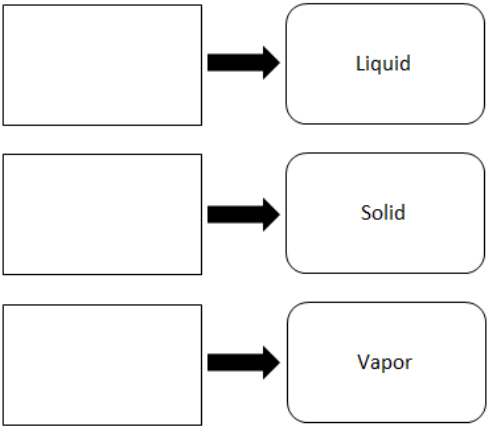
¹⁶ <http://www.timrasinski.com/presentations/Concept%20Map.pdf>

TEXT SEQUENCE	TEXT USE
	<p>journal called the Water Log.</p> <ul style="list-style-type: none"> ▪ Note for Small-Group Instruction: Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed here¹⁷ and here.¹⁸ <ul style="list-style-type: none"> • Second Reading: Read aloud pages 14-37 of <i>A Drop of Water: A Book of Science and Wonder</i> with minimal interruptions. Project the images for students to view while listening to the text. <ul style="list-style-type: none"> ○ Reread pages 24-25 “Condensation and Evaporation vs. Condensation.” Prompt students to use context clues to determine the meaning of the words <i>condensation</i> and <i>evaporation</i>. (RI.2.4, L.2.4a) Sample questions: <ul style="list-style-type: none"> ▪ Ask students: “Look at the pictures on pages 24-25. What does the author mean when he says, ‘The molecules <i>accumulate</i>’? How did the water droplets <i>accumulate</i> on the table? (i.e., How did the water gather?)” (RI.2.1, RI.2.7) Add <i>accumulate</i> to the vocabulary display. ▪ “When the water <i>evaporates</i>, does it disappear as the author says? What happens to the water?” Facilitate a discussion focusing on the fact that when liquid water “disappears,” it doesn’t actually stop existing—it still exists as water vapor. It is in a different <i>state</i>. Add <i>evaporates</i> and <i>state</i> to the vocabulary display. • Class Discussion: Lead a discussion in which students ask and answer questions to determine what causes the change in water molecules from solid to liquid to vapor. <ul style="list-style-type: none"> ○ Encourage students to ask questions by providing question stems or conversation starters¹⁹ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.6) ○ Focus the discussion on using vocabulary from the text. Prompt students to refer to key details and illustrations to support their answers. (RI.2.1, RI.2.2, RI.2.4, RI.2.7) <ul style="list-style-type: none"> ▪ Reread paragraph 2 on page 21. Then ask students, “What causes the water molecules to change to a liquid?” ▪ Reread paragraph 1 on page 21. Then ask students, “What causes the water molecules to change to a solid?” ▪ Reread pages 22-23. Then ask students, “What causes the water molecules to change to a gas/vapor?” ▪ As students answer the questions above, create a class chart that illustrates the cause-and-effect relationships. Have students create their own cause-and-effect chart to plan in their Water Log.

¹⁷ http://www.timrasinski.com/presentations/vocabulary_presentation.pdf

¹⁸ http://www.timrasinski.com/presentations/word_ladders_1-3.pdf

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE																			
	<div style="text-align: center;"> <p>CAUSE EFFECT</p>  </div> <ul style="list-style-type: none"> ▪ Teacher Note: This lesson can be extended to demonstrate the various states of water for students. This can be done as part of a science experiment. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Practice:</u> Divide the class into pairs and have students create a three-column chart in their Water Log labeled “Liquid,” “Solid,” and “Vapor.” Have students organize the vocabulary on the display into the three categories based on the words that relate to the various categories (some words belong in multiple categories). Encourage students to add words they know relate to the various categories that are not on the vocabulary display. (RI.2.4, L.2.6) For example: <table border="1" data-bbox="541 1045 1864 1341" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Liquid</th> <th>Solid</th> <th>Vapor</th> </tr> </thead> <tbody> <tr> <td>droplets</td> <td>ice</td> <td>molecule</td> </tr> <tr> <td>dew</td> <td>frost</td> <td>evaporation</td> </tr> <tr> <td>molecule</td> <td>snowflake</td> <td>humidity</td> </tr> <tr> <td>condensation</td> <td>ice crystals</td> <td>cloud</td> </tr> <tr> <td>precipitation</td> <td>molecule</td> <td>gas</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • <u>Independent Writing:</u> Have students work in small groups to respond to the following prompt: “How does water change? Provide an illustration to support your written response.” (RI.2.1, RI.2.2, RI.2.3, W.2.2, SL.2.5, L.2.6) 		Liquid	Solid	Vapor	droplets	ice	molecule	dew	frost	evaporation	molecule	snowflake	humidity	condensation	ice crystals	cloud	precipitation	molecule	gas
Liquid	Solid	Vapor																		
droplets	ice	molecule																		
dew	frost	evaporation																		
molecule	snowflake	humidity																		
condensation	ice crystals	cloud																		
precipitation	molecule	gas																		

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Prompt students to introduce the topic they are writing about and clearly answer the question, using vocabulary from the text and proper usage, punctuation, and spelling. (L.2.1a, d-f; L.2.2c-e; L.2.6) ○ Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.2.5)
<p>LESSON 2:</p> <p>“The Water Cycle” from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand (Pages 115-118 of the <i>Read-Aloud Anthology</i>)²⁰</p> <p>A Drop of Water, Walter Wick (Read Aloud)</p>	<p>TEXT DESCRIPTION: “The Water Cycle” explains that water on Earth goes through the water cycle. The text explains why water is important to sustainability of Earth.</p> <p>TEXT FOCUS: This text reinforces vocabulary from the previously read texts (e.g., <i>evaporation, condensation, precipitation, water vapor</i>). Students will listen to the text read aloud and respond to questions to demonstrate their understanding of the text.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will listen to several readings of “The Water Cycle,” participating in word work and class discussions to deepen their understanding of the phases of the water cycle. <i>A Drop of Water</i> is used to reinforce the content being covered and to allow for opportunities to compare and contrast information from two different texts on the same topic. (RI.2.9)</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read “The Water Cycle” to the class. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Class Discussion: Ask students to review the classroom vocabulary display. Prompt students to locate words from the display they heard during the reading of “The Water Cycle.” (RI.2.1, RI.2.4) <ul style="list-style-type: none"> ○ Reread aloud pages 22-26 of <i>A Drop of Water</i>. Display or project the images. ○ Ask students, “How are the identified words used similarly in ‘The Water Cycle’ and <i>A Drop of Water</i>? How might they be used differently? Are there any words, examples, or illustrations used in either text that better support your understanding of the ideas being discussed? Why are they better? What are the main points made in each text? How are those points similar and different between the two texts?” (RI.2.2, RI.2.8, RI.2.9, L.2.4a) • Second Reading: Ask students to create a numbered list in their Water Log with numbers 1-11. Reread “The Water Cycle” to the students. Stop when the text indicates to show a visual image and have students identify the focus of the section. (RI.2.1,

²⁰ To access the Core Knowledge texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

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	<p>RI.2.2) Then reread the section and have students identify one example or detail that supports the main focus identified and write the example or detail in their Water Log beside the main focus. (RI.2.8)</p> <ul style="list-style-type: none"> • Word Work: Continue to build the vocabulary display throughout the unit. (L.2.6) <ul style="list-style-type: none"> ○ Prompt students to identify unknown words from word families (e.g., <i>natural/nature, existed/exist/ existence, survive/survival, precipitation, humid/humidity, regardless, extremely</i>) or those with related or multiple meanings (e.g., <i>source, states, matter, form</i>). ○ As a class, define the words in context (using illustrations when appropriate) and/or use known root words and individual words to determine the meaning of unknown and compound words. (RI.2.4; L.2.1e; L.2.4a, b, c, d) ○ Work with students to verify the meanings of the words. (L.2.4e) ○ Have students work in pairs to create a semantic map²¹ or concept map²² in their Water Log that visually illustrates the connections between the meaning of the words and their word families (e.g., <i>tense</i> and <i>tension</i>). (RI.2.3, L.2.4c) As part of their mapping, prompt students to add real-life connections between the words and how they are used. (L.2.5a) Display the words for students to use when they write. • Class Discussion: Facilitate a whole class-discussion in which students ask and answer questions to demonstrate their understanding of the text. (RI.2.1) Encourage students to ask questions by providing question stems or conversation starters²³ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.6) Use the following prompts: <ul style="list-style-type: none"> ○ “Identify the main topic of the text.” (RI.2.2) ○ “What is the author explaining in this text? How do you know?” (RI.2.6, RI.2.8) ○ “Identify the three main phases of the water cycle. What is the connection between them?” (RI.2.3) • Third Reading: Project “The Water Cycle.” Read the text aloud as students read chorally.²⁴ (RI.2.10) • Student Practice: Ask students to continue categorizing the words on the vocabulary display into the three-column chart in their Water Log. Add words learned from “The Water Cycle.” (RI.2.4, L.2.6) Then display an image of the water cycle²⁵

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² <http://www.timrasinski.com/presentations/Concept%20Map.pdf>

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁴ http://www.fcrr.org/studentactivities/F_023b.pdf

²⁵ http://response.restoration.noaa.gov/sites/default/files/images/donna.l.roberts/water_cycle_diagram.png?1317257332

TEXT SEQUENCE	TEXT USE
	<p>without labels. Read statements describing each step in the water cycle. Ask student volunteers point to the corresponding place on the diagram and provide the correct terminology.</p> <ul style="list-style-type: none"> ○ Sample descriptions: <ul style="list-style-type: none"> ▪ “Point to the place where _____ (<i>evaporation, condensation, or precipitation</i>) occurs.” ▪ “The water cools and changes from a vapor back into a liquid. Point to where this occurs. What is the name for this process?” (<i>condensation</i>) ▪ “Warmth changes liquid water into vapor. Point to where this occurs. What is the name for this process?” (<i>evaporation</i>) ▪ “Water droplets fall to the ground. Point to where this occurs. What is the name for this process?” (<i>precipitation</i>) ▪ “Point to where there is water vapor. What causes water to change into a vapor?” ▪ “Point to where there is liquid water. What causes water to become a liquid?” ○ Divide the class into small groups. Provide the groups with images that represent the phases of the water cycle. Ask the groups to sequence the images, and then discuss the stages of the water cycle using vocabulary from the texts. (RI.2.3, SL.2.1a-c, SL.2.2, SL.2.6, L.2.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Shared Writing</u>: Conduct a shared writing²⁶ task in which students write the life story of a water drop. (W.2.3, W.2.7) <ul style="list-style-type: none"> ○ Respond to the prompt using a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) ○ Use the water cycle display and images from the pair work to brainstorm the beginning, middle, and end of the story. Determine a name and description for the water drop. ○ Practice grade-level grammar, usage, conventions, and spelling. (RF.2.3b, L.2.1a-d, L.2.2c-d) ○ Demonstrate how to write complete sentences, expanding them by using adjectives and/or adverbs. (L.2.1e, f) ○ Model the use of a word display. Have students spell the words aloud as they write. (RF.2.3b, e; L.2.2d, e; L.2.6)

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Read aloud the letter and ask for suggestions from students to improve the response, revising it as necessary. (W.2.5; SL.2.1a, b, c) ○ When the writing is complete, point to the words and read aloud the letter simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b) ○ Divide the class into small groups. Have each group create a dramatic interpretation of the class story, using visuals and props, and present it to the class. Each group should have a narrator read sections of the story aloud while the remaining group members act out the story. (SL.2.4, SL.2.5, SL.2.6) ○ While watching and listening to the presentations, ask students in the audience to take notes in their Water Log to record any insights about the phases of the water cycle they may gain from the presentations. (SL.2.2) ○ After each presentation, have the audience ask questions about the presentation to gather additional information and/or to clarify or deepen their understanding of the water cycle. (SL.2.1b, c; SL.2.3)
<p>LESSON 3:</p> <p><i>A Drop around the World</i>, Barbara McKinney</p>	<p>TEXT DESCRIPTION: <i>A Drop around the World</i> follows a single drop of water over time. The drop travels around the world and moves through different phases of the water cycle.</p> <p>TEXT FOCUS: Students will answer the question: What happens to a drop of water over time? Students will closely examine the vocabulary and use their notes to summarize the stages in the water cycle—evaporation, condensation, precipitation, and collection.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will listen to the text read aloud with minimal interruptions. A second read will focus on the places that the drop of water travels over time. During a third read, students will document the drop and stage of the water cycle at each location. Finally, students will work in small groups to summarize a section of the text. All summaries will be displayed in the classroom.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • First Reading: Read aloud <i>A Drop around the World</i>, displaying the illustrations while reading. Read the text with minimal interruptions. Stop only to provide word meanings or clarify when you know the majority of students are confused. • Word Work: Continue building a vocabulary display²⁷ that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Display the words <i>evaporate</i> and <i>condensate</i>. Ask students to read the words aloud and describe the connection between these words and the water cycle. Then read sentences from <i>A Drop around the World</i> that contain

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><i>evaporation</i> and <i>condensation</i>. Display the words and ask students to read them aloud. (RF.2.3e, f) Discuss what makes <i>evaporation</i> and <i>condensation</i> different from <i>evaporate</i> and <i>condensate</i>. (L.2.4c)</p> <ul style="list-style-type: none"> ○ Display or project the sentences with those words in them and discuss the meaning of the words based on their placement and function in the sentence. (L.2.4a) ○ Reread the excerpts from <i>A Drop around the World</i>, stopping on sentences with key vocabulary words (e.g., <i>collection</i>, <i>meandering</i>, <i>filtered</i>, <i>purified</i>, <i>quench</i>, <i>collides</i>, <i>hoisted</i>, <i>topples</i>, <i>seep</i>, <i>porous</i>). Ask questions about the words, focusing on using known words or roots as a clue to the meaning of the words. (L.2.4b, c) Then reread the sentences and/or paragraph and ask how the placement in the sentence verifies or refines the initial understanding of the meaning. (L.2.4a) ○ Place the words on the class vocabulary display and ask students to continue categorizing the words on the vocabulary display into the three-column chart in their Water Log. Add words learned from <i>A Drop around the World</i>. ○ Ask students what kind of text this is. Discuss how rhythm in the text is the result of regular beats and a rhyming pattern. Students should notice that rhythm and rhyme make the text more engaging and entertaining. (RL.2.4) ○ Encourage students to use the vocabulary words as they respond to text throughout the unit. (L.2.6) ○ Teacher Note: Understanding additional scientific concepts and vocabulary in <i>A Drop around the World</i> will likely require additional science instruction. <ul style="list-style-type: none"> • Second Reading: Display a world map and provide a blank copy to each student. Reread each page of the text. After reading each page, guide students in finding the location of the drop on their maps. Model for students how to mark the location for each page by using the displayed world map. • Class Discussion: Explain to students that even though this is a literary text (a poem), it provides accurate information about the water cycle. Facilitate a discussion in which students describe the connection between the places and events on each page and the stages of the water cycle. Sample questions include: <ul style="list-style-type: none"> ○ What phase does this text add to the water cycle that isn't included in "The Water Cycle"? (RI.2.9) What happens during this phase? At what point does this phase occur in the cycle? ○ Use your understanding of the location of the African rainforest, as well as the images in the text on pages 10 and 11, to explain how drop moves through the water cycle on these two pages. (RL.2.1, RL.2.2, RL.2.7) ○ Describe the difference in the drop's journey on page 9 in the desert and on page 19 in the Pacific Ocean. (RL.2.1,

TEXT SEQUENCE	TEXT USE																					
	<p style="text-align: center;">RL.2.3)</p> <ul style="list-style-type: none"> <p>Third Reading: Create an anchor chart²⁸ with large chart paper to be displayed in the front of the room. The chart paper should have three columns labeled: (1) Drop’s Location in the World, (2) Drop’s Location on the Page, and (3) What Stage? Read the text aloud. During reading, prompt students to complete the anchor chart. Guide students to refer back to the visual of the water cycle, if needed. (RL.2.1, RL.2.5) Sample anchor chart:</p> <table border="1" data-bbox="487 440 1759 734"> <thead> <tr> <th>Drop’s Location in the World</th> <th>Drop’s Location on the Page</th> <th>What Stage?</th> </tr> </thead> <tbody> <tr> <td>Maine</td> <td>In a cloud</td> <td>Condensation</td> </tr> <tr> <td>Southern Spain</td> <td>Raining then bouncing off cape</td> <td>Precipitation and Evaporation</td> </tr> <tr> <td>Switzerland</td> <td>Snowflake</td> <td>Condensation, Precipitation, and Collection</td> </tr> <tr> <td>Switzerland in April</td> <td>Ice flow and flowing river</td> <td>Collection</td> </tr> <tr> <td>Lucerne</td> <td>Manmade lake</td> <td>Collection</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> <p>Independent Writing: Have students work in small groups to summarize one location of the drop. The summary should include the location of the drop, the stage of the water cycle, and an explanation of the stage of the water cycle. (W.2.2)</p> <ul style="list-style-type: none"> Divide the class into small groups and assign each group a particular section of <i>A Drop around the World</i> to read and write about. Ask students to respond to the following prompt in writing: “Reread your assigned pages from <i>A Drop around the World</i>. Identify the location of the drop on the assigned pages. Use class notes to determine the stage of the water cycle that the drop is in and explain the stage using details from any text read in this unit.” (RL.2.1, RL.2.2, RL.2.7, W.2.8) Prompt students to use words from the word display as needed to help with writing. (L.2.6) Have them finish their written response by drawing an illustration that supports their writing. (SL.2.5) Ask students to share their written response with a partner to evaluate the detail. Ask students, “Do you agree or disagree with your partner’s summary? Why? What can be edited to clarify their work?” (SL.2.1c) Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are 	Drop’s Location in the World	Drop’s Location on the Page	What Stage?	Maine	In a cloud	Condensation	Southern Spain	Raining then bouncing off cape	Precipitation and Evaporation	Switzerland	Snowflake	Condensation, Precipitation, and Collection	Switzerland in April	Ice flow and flowing river	Collection	Lucerne	Manmade lake	Collection			
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²⁸ <http://www.pinterest.com/living4another/science-anchor-charts/>

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p>“Thirsty Planet,” Beth Geiger, from the October 2010 edition of <i>National Geographic Explorer</i>, Pathfinder Edition (pages 18-23)</p> <p>(Teacher Note: Click on “Projectable Edition” at the link to access the text.)</p>	<p>struggling to meet standards during small-group writing time. (W.2.5)</p> <p>TEXT DESCRIPTION: “Thirsty Planet” includes a quiz to evaluate student knowledge of water, a section that informs the reader of the challenges our world faces because humans can only access 1 percent of Earth’s water, as well as a section for students to evaluate how much water they use.</p> <p>TEXT FOCUS: Students closely examine the vocabulary (RI.2.4, L.2.4a, L.2.5a, L.2.6) and identify the main topic as well as the focus of specific paragraphs within the text. (RI.2.2) Students will use various text features (captions, bold print, subheadings) to locate key facts or information efficiently. (RI.2.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to “Thirsty Planet” read aloud and study the vocabulary as the text is displayed or projected. Then, working with a partner, students will ask and answer questions about the text. (RI.2.1) Students will use their notes as part of a class discussion to identify the main topic of the text. (RI.2.2) Finally, students engage in a shared writing activity followed by independent writing in which they explain why humans need water to survive. (W.2.2a-e)</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Word Work: Continue to build a vocabulary display²⁹ that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Project the text and ask students to locate and define in context vocabulary words related to the use and importance of water on Earth (e.g., <i>undrinkable, endless, quenching, habitats, conserve, recycled</i>). (RI.2.4, L.2.4a) Have students identify the various ways they determined the meaning of the words, including using context of knowledge of root words or affixes. (L.2.4b, c) ○ Prompt students to identify real-life connections between words and their use by using the words in another sentence. (L.2.1f, L.2.5a) • Second Reading: Read the text and display the text features using a projection device or providing students with copies. • Class Discussion: Lead a discussion in which students ask and answer questions to demonstrate how using text features leads to understanding of the text. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.6) <ul style="list-style-type: none"> ○ Focus the discussion on using the text features to locate key facts and information. Prompt students to refer to key

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE								
	<p>details and illustrations to support their answers. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6)</p> <ul style="list-style-type: none"> ▪ Ask students: “How does the caption under the picture help the reader to understand what is happening in the picture? Explain why the author put certain words in bold print. Explain why subheadings are helpful to the reader.” ○ As students provide answers, keep track of the key details of the text on a class graphic organizer or chart. Ask students to keep their own notes from the class discussion in their Water Log for reference throughout the unit. <table border="1" data-bbox="487 492 1759 711"> <thead> <tr> <th data-bbox="487 492 871 540">Text Feature</th> <th data-bbox="871 492 1759 540">Key Facts/Information</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 540 871 589">Captions</td> <td data-bbox="871 540 1759 589"></td> </tr> <tr> <td data-bbox="487 589 871 662">Bold Print</td> <td data-bbox="871 589 1759 662">The author uses bold print to show the focus of the section. The author uses bold print to show the reader what is important.</td> </tr> <tr> <td data-bbox="487 662 871 711">Subheadings</td> <td data-bbox="871 662 1759 711"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Guide students to use their notes to identify the focus of specific paragraphs in the text, as well as the main topic of the text. (RI.2.2) ○ Prompt students to compare and contrast the important points from “Thirsty Planet” with previous texts read. (RI.2.1, RI.2.9) Focus students on identifying vocabulary and concepts from previous texts that are supported or verified by “Thirsty Planet” and vocabulary and concepts that only appear in “Thirsty Planet.” <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Practice:</u> Ask students to practice writing about the main the ideas from “Thirsty Planet” in their Water Log by expanding or rearranging the complete simple and compound sentences from the class graphic organizer. For example, students may write, “The author uses bold print in the first section to show the reader important vocabulary words about the water cycle.” (L.2.1f, L.2.6) 	Text Feature	Key Facts/Information	Captions		Bold Print	The author uses bold print to show the focus of the section. The author uses bold print to show the reader what is important.	Subheadings	
Text Feature	Key Facts/Information								
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<p>LESSON 5: <i>The Raft</i>, Jim LaMarche</p>	<p>TEXT DESCRIPTION: <i>The Raft</i> tells the story of a little boy whose experiences on the river open his world to unknown possibilities. “River Song” by Banana Slug String Band is a song whose lyrics tell the story of a river being born, the effects of weather on the river, and the movement of the river through the land.</p> <p>TEXT FOCUS: Students will explore how the river is used and the purposes that it serves for humans and animals that live in and</p>								

TEXT SEQUENCE	TEXT USE
<p>“River Song”³⁰ from <i>We All Live Downstream</i>, Banana Slug String Band</p>	<p>around it.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to <i>The Raft</i> read aloud and reread the text in pairs. Students identify the struggles that Nicky faced. Students identify how Nicky responds to the challenges that he faces throughout the story and how the river helps him to overcome the challenges. Students listen to the song and take notes on the movement of the river throughout the song. The class creates a graphic organizer to identify characteristics of the river and to describe the connection between the river and the water cycle. The class will participate in a discussion about the importance of the river to the animals that live in or near it. Lastly, students write a paragraph in which they give their opinion.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • First Reading: Read aloud <i>The Raft</i> without interruption while students follow along with their own copy. • Second Reading: Divide the class into pairs. Have students partner read³¹ the text. (RL.2.10; RF.2.4a, b, c) <ul style="list-style-type: none"> ○ Conduct a class retelling of the text. Project an illustration and call on a pair to explain what point in the story the illustration depicts and how the illustration provides information about Nicky and the events of the text. (RL.2.1; RL.2.2; RL.2.7; SL.2.1a, c; SL.2.2) <ul style="list-style-type: none"> ▪ Ask pairs to consider these questions: What does Nicky want? What is Nicky’s problem? How does Nicky initially respond to the challenge of spending the summer with his grandmother? How does he respond at the end of the text? How do Nicky’s views change as the summer progresses? What do these changes teach us about how we should act in a similar situation?” (RL.2.1, RL.2.2, RL.2.3) ○ Following the retelling, ask students to write in their Water Log an initial statement of the message or lesson of <i>The Raft</i> and a single reason why. As needed, provide students with an answer frame³² to support them in writing framing their ideas (e.g., “A lesson of <i>The Raft</i> is _____. I know this because _____.”). • Word Work: Continue building a vocabulary display.³³ (L.2.6) Select specific sentences, paragraphs, or pages for students to reread based on the selected vocabulary. Have students independently reread the sections and note any words or phrases that provide additional information about Nicky’s feelings or the setting (e.g., <i>invisible</i>, <i>ancient</i>, <i>downstream</i>, <i>disgusted</i>, <i>scattered</i>, <i>cluttered</i>). (RL.2.1, RL.2.3) Have students define the words in context or using other strategies, and write the words

³⁰ <http://bananaslugs.bandcamp.com/track/river-song>

³¹ http://www.fcrr.org/studentactivities/F_022b.pdf

³² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>and their definitions in their Water Log. Ask them to verify the definitions using a dictionary. (L.2.4e)</p> <ul style="list-style-type: none"> • Have students share their words and explain the strategies they used to determine their accurate meaning. (SL.2.1b, c; SL.2.4; SL.2.6; L.2.4a, c, d; L.2.5a) • <u>Third Reading</u>: Have students independently read the text. (RL.2.10, RF.2.4a, c) Prior to reading, prompt them as they are rereading to focus on Nicky’s connection with the raft. How does the raft begin to change how Nicky feels about the summer? (RL.2.3) • <u>Class Discussion</u>: Guide a whole-class discussion for students to make connections within and across texts. <ul style="list-style-type: none"> ○ Ask students to describe how the story changes from the beginning to the end, including specific turning points. (RL.2.1, RL.2.2, RL.2.5) ○ Ask students: “What events occur while Nicky is on the raft?” (RL.2.2) ○ Prompt students to look more closely at the movement of the animals throughout the text and how they respond to and interact with Nicky. Also, ask students to consider the drawings on the raft: “Who created this raft? Who else could have had Nicky’s experiences? What do these connections tell us about nature, water, and our interactions with each? How are these ideas reinforced in ‘A Thirsty Planet’?” (RL.2.7) • <u>Fourth Reading</u>: Divide the class into pairs. Ask pairs to work with a partner to practice reading aloud sections of <i>The Raft</i> with accuracy and expression. (RL.2.10, RF.2.4b) • <u>First Reading</u>: Have students listen to the song and follow along with the lyrics. Facilitate a discussion in which students identify the changes to and uses of the river. Sample questions: <ul style="list-style-type: none"> ○ How did the river begin? (RI.2.1, RI.2.5) ○ What happens to the river in the “short days of winter”? (RI.2.1, RI.2.5) ○ What effect does the river have on the rock and granite beds? (RI.2.1, RI.2.5) ○ How is the river used by animals and insects? (RI.2.1, RI.2.5) ○ How is the river used by children and parents? (RI.2.1, RI.2.5) • <u>Class Discussion</u>: Create a class T-chart. One side should include characteristics of the river from either text; the other side should include explanations of how the characteristic is connected to the water cycle based on knowledge gained from the texts in the unit. (RI.2.1, RI.2.2, RI.2.3, W.K.8) Sample T-chart:

TEXT SEQUENCE	TEXT USE						
	<table border="1" data-bbox="499 285 1770 440"> <thead> <tr> <th data-bbox="499 285 1136 318">Characteristics of the River</th> <th data-bbox="1136 285 1770 318">Connection to the Water Cycle</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 318 1136 367">Forms from rain and snow</td> <td data-bbox="1136 318 1770 367">Precipitation leads to collection</td> </tr> <tr> <td data-bbox="499 367 1136 440">Sustains life (feeds green meadows, animal habitat)</td> <td data-bbox="1136 367 1770 440">People, plants, and animals depend on 1 percent of available fresh water</td> </tr> </tbody> </table> <p data-bbox="548 513 1969 781"> <ul style="list-style-type: none"> ○ After completing the T-chart, guide students to understand that the river plays an important role in the water cycle. Key points to include in this discussion: <ul style="list-style-type: none"> ▪ The river collects precipitation and moves it back to the ocean. ▪ Rivers provide drinking water. ▪ The Mississippi River is useful to the people of Louisiana. ▪ Water is necessary to sustain life. </p> <p data-bbox="407 805 743 829">EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Independent Writing: Have students independently write a paragraph in their Water Log in response to the following prompt: “Why are rivers important? Provide examples from the texts read in the unit to support your answer.” (W.2.1) <ul style="list-style-type: none"> ○ Ensure that students introduce a topic sentence, state an opinion about how rivers are important, provide reasons to support their opinion, use linking words, and provide a conclusion. (RL.2.2, RI.2.2, W.2.1) ○ Place students into pairs and have them swap their writing. ○ Ask each partner to check each other’s work for proper grammar and usage, capitalization, punctuation, and spelling. Refer³⁴ students to a proofreading anchor chart as necessary. (W.2.5; L.2.1a-b, d-f; L.2.2c-e) • Note for Small-Group Writing: Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. 	Characteristics of the River	Connection to the Water Cycle	Forms from rain and snow	Precipitation leads to collection	Sustains life (feeds green meadows, animal habitat)	People, plants, and animals depend on 1 percent of available fresh water
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<p data-bbox="107 1263 233 1287">LESSON 6:</p> <p data-bbox="107 1333 369 1357">“Thirsty Planet,” Beth</p>	<p data-bbox="407 1279 1940 1344">TEXT DESCRIPTION: “Thirsty Planet” informs the reader of the challenges our world faces because humans can only access 1 percent of Earth’s water, and contains a section in which students can evaluate how much water they use. <i>One Well: The Story of</i></p>						

³⁴ <https://www.pinterest.com/sweney/writing-anchor-charts/>

TEXT SEQUENCE	TEXT USE
<p>Geiger, from the October 2010 edition of <i>National Geographic Explorer</i>, Pathfinder Edition (pages 18-23)</p> <p>(Teacher Note: Click on “Projectable Edition” at the link to access the text.)</p> <p><u>One Well: The Story of Water on Earth</u>, Rochelle Strauss and Rosemary Woods</p>	<p><i>Water on Earth</i> describes the properties of water, the water cycle, and the impact of human neglect on Earth’s clean water supply.</p> <p>TEXT FOCUS: Students reread “Thirsty Planet” to support their understanding of <i>One Well: The Story of Water on Earth</i>, which provides opportunities for students to understand a complex text with teacher support. Students will closely examine the vocabulary (RI.2.4, L.2.4a, L.2.5a, L.2.6) and describe how evidence supports specific points the author makes in the text. For example, ask students to describe the reasons that the author gives for the scarcity of the water supply on Earth. (RI.2.8)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students reread “Thirsty Planet” and then listen to <i>One Well: The Story of Water on Earth</i> read aloud as they focus on key vocabulary and supporting details in the text. Students conclude the lesson by writing an informative paragraph on water conservation.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Third Reading: Prior to rereading “Thirsty Planet,” ask students to consider why the author titled the article “Thirsty Planet.” Then ask students to reread “Thirsty Planet” in pairs. (RI.2.10) Following the reading of the text, have the pairs write a paragraph in response to the following question: “Why might the author have named the article ‘Thirsty Planet’?” Ensure that students provide details from the text to support their opinions. (RI.2.1; RI.2.2; RI.2.4; RI.2.8; W.K.1; W.K.5; L.2.1a-f; L.2.2a, c-e; L.2.6) • First Reading: Read <i>One Well: The Story of Water on Earth</i> to students. Only interrupt minimally to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Second Reading: Divide the class into pairs. Reread <i>One Well: The Story of Water on Earth</i> to the students. Stop after each section/chapter. Ask students to identify the focus of the section and the details the author uses to support specific points. (RI.2.2, RI.2.8) <ul style="list-style-type: none"> ○ Have each pair write the text title and main focus of each section in their Water Log. Then prompt the pairs to include one detail that supports each point. • Class Discussion: Facilitate a whole class-discussion in which students identify the main topic of each chapter (e.g., “The Water in the Well” or “Plants at the Well”) in the text using their notes. (RI.2.2, SL.2.1a-c, SL.2.2, SL.2.6, L.2.6) <ul style="list-style-type: none"> ○ Possible questions include: <ul style="list-style-type: none"> ▪ What is this chapter about? (RI.2.2) ▪ What is the author explaining in this chapter? (RI.2.6) ▪ Identify at least two facts the author uses and describe how they support her points in this chapter. (RI.2.8)

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	<ul style="list-style-type: none"> ▪ Explain how the pictures on the pages help to explain the main idea of the chapter. (RI.2.7) ○ As students provide answers, keep track of the key details of each chapter on a class graphic organizer or chart, writing in complete sentences with appropriate capitalization and spelling. (RI.2.2; L.2.1f; L.2.2a, c, d) Ask students to keep their own notes from the class discussion in their Water Log. (RI.2.1, W.2.8) Sample chart: <table border="1" data-bbox="409 402 1816 954"> <thead> <tr> <th>What is the chapter title?</th> <th>What is the main topic?</th> <th>What is the author explaining?</th> <th>What are two facts she uses?</th> <th>How do the illustrations help?</th> </tr> </thead> <tbody> <tr><td>One Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>The Water in the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Recycling Water in the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Plants at the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Animals at the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Watery Habitats</td><td></td><td></td><td></td><td></td></tr> <tr><td>People at the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Freshwater in the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Access to the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Demands on the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Pollution in the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Saving the Water in the Well</td><td></td><td></td><td></td><td></td></tr> <tr><td>Becoming Well Aware</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> ○ Compare and contrast the main points presented in <i>One Well</i> to the main points presented in “Thirsty Planet.” (RI.2.1, RI.2.9) Focus students on identifying vocabulary and concepts from “Thirsty Planet” that are supported or verified by <i>One Well</i>, as well as vocabulary and concepts that only appear in <i>One Well</i>. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing:</u> Have students reread “Becoming Well Aware” at the end of <i>One Well: The Story of Water on Earth</i> and the last section of “Thirsty Planet.” Have students identify ways the authors suggest to conserve water and create a list in their Water Log. (RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10) 	What is the chapter title?	What is the main topic?	What is the author explaining?	What are two facts she uses?	How do the illustrations help?	One Well					The Water in the Well					Recycling Water in the Well					Plants at the Well					Animals at the Well					Watery Habitats					People at the Well					Freshwater in the Well					Access to the Well					Demands on the Well					Pollution in the Well					Saving the Water in the Well					Becoming Well Aware				
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<p>LESSON 7:</p> <p><i>Down Comes the Rain</i>, Franklyn Branley</p>	<p>TEXT DESCRIPTION: <i>Down Comes the Rain</i> offers an explanation of the water cycle, focusing on the role of rain. The illustrations and captions contribute to making this version of informational text kid-friendly.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>																																																																						

TEXT SEQUENCE	TEXT USE
LESSON 8: All texts from this unit	<u>MODEL TASK</u> SAMPLE SUMMATIVE TASK: Culminating Writing Task
LESSON 9: All texts from this unit	<u>MODEL TASK</u> SAMPLE SUMMATIVE TASK: Extension Task