



The Indus River Valley, Part I

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify that the main topic of the read-aloud is about the Indus River Valley (RI.2.2)
- ✓ Describe the connection between the snow-covered Himalayas, overflowing Indus River, and the fertile land of the Indus Valley (RI.2.3)
- ✓ Describe how the Indus River was important to the formation of the Indus River Valley civilization (RI.2.8)
- ✓ Compare the characteristics of the Indus River Valley civilization to the characteristics of other ancient civilizations (RI.2.9)
- ✓ Add movement to show the process of snow melting from the Himalayas, flowing down into the valley, and creating fertile soil (SL.2.5)
- ✓ Add drawings to descriptions of the fertile land around the Himalayan Mountains and the Indus River Valley to clarify ideas, thoughts, and feelings from the read-aloud (SL.2.5)

- ✓ Use regular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using regular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *beds* (L.2.4a)
- ✓ Identify real-life connections between words—*mountain/valley, irrigation canals, fertile, and permanent*—and their use (L.2.5a)
- ✓ Identify and use the antonyms *permanent* and *temporary* appropriately in oral language (L.2.5a)

Core Vocabulary

cultivate, v. To grow and/or tend to a crop or plant

Example: Every summer, Tony and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

fertile, adj. Rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Trish's farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

Indus River, n. The river at the center of the first civilization in early India

Example: The Indus River flows through the countries of Pakistan and India.

Variation(s): none

irrigation canals, n. Ditches cut into the earth to direct water where needed

Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.


Variation(s): irrigation canal

Vocabulary Chart for The Indus River Valley, Part I			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	archaeologists citadel civilization Himalayas Mohenjo-daro	ancient cultivate fertile* jobs overflow permanent* process	city melt <i>mountain/valley</i> river snow
Multiple Meaning		crops peak rich seal settled	bank <u>beds</u> flood soil
Phrases	Indus River <i>irrigation canals</i> river valley		sprung up
Cognates	arqueólogo(a) ciudadela civilización el Himalaya Río Indo valle del río	antiguo cultivar fértil* permanente* proceso	ciudad <i>montaña/valle</i> río

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-8: Images of two river cultures—Egyptian and Aztec
2. 1A-6: Snow-covered Himalayan Mountains
3. 1A-7: River flooding its banks
4. 1A-9: Indus River Valley
5. 1A-10: Irrigation canals among the crops in the Indus River Valley
6. 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel
7. 1A-12: Carved stones
8. 1A-13: City street with bull cart
9. 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	timeline; world map	15
	Domain Introduction	world map	
	Vocabulary Preview: Mountain/Valley, Irrigation canals		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Indus River Valley, Part I	examples/samples of crops grown in Indus Valley	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	world map	10
	Word Work: Fertile	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Beds	Poster 1M (Beds)	20
	Syntactic Awareness Activity: Regular Past-Tense Verbs		
	Vocabulary Instructional Activity: Permanent		
	End-of-Lesson Check-in	Instructional Master 1B-1	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2–1B-4	

Advance Preparation

For Presenting the Read-Aloud, bring in examples or samples of crops grown in the Indus Valley (e.g., food items made from wheat, barley, peas, dates, melons, and/or bananas.)

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Make a copy of Instructional Master 1B-1. Refer to it as Response Card 1 (Indus River Valley civilization), which was part of the early Indian civilization. Students can use this Response Card to discuss, review, and answer questions about this civilization.

Note to Teacher

Students that participated in the Core Knowledge Language Arts program in Grade 1 learned about the Mesopotamian and ancient Egyptian civilizations in the *Early World Civilizations* domain and the Maya, Aztec, and Inca civilizations in the *Early American Civilization* domain. You may wish to create a timeline to show how the civilizations from the Core Knowledge Language Arts program for Grade 1 and the civilizations presented in this domain relate according to time.

Marks to include on timeline:

3500–1800 BCE Mesopotamia

2700–1050 BCE ancient Egypt

2500–1500 BCE Indus River Valley Civilization (*covered in this domain)

2400 BCE–900 CE Maya civilization

1700 BCE beginning of the earliest Chinese dynasty/ancient Chinese civilization (covered in this domain)

1200–1521 CE Aztec civilization

1200–1532 CE Inca civilization

Students who used Core Knowledge Language Arts in Grade 1 should also have an idea of what the word *civilization* means. With prompting, they should be able to identify that a civilization is a society that has the following common components:

- Cities
- Jobs
- Leaders
- Writing
- Religion

You may wish to briefly review information about the civilizations learned in Grade 1 in the What Do We Know? section of *Introducing the Read-Aloud*. It is highly recommended that you review this information with students who are new to the Core Knowledge Language Arts program. Please note, however, that this review may extend the time allotted for the introduction.



The Indus River Valley, Part I

1
A

Introducing the Read-Aloud

15 minutes

What Do We Know?

Review of Ancient Civilizations

[Remind students that they have already learned about some ancient or early civilizations in the Core Knowledge Language Arts program in Grade 1. If you have chosen to make a timeline, refer to the timeline as you review the different ancient civilizations.]

- Ask students to share what the word *ancient* means, and review that *ancient* means very old. So, an ancient civilization is one that is very old and was formed many, many years ago.
- Ask students to share what the word *civilization* means. Write their answers on the board. If the following items have not been mentioned, prompt students to think of them: cities, jobs, leaders, writing, religion.
- Remind students that a civilization is a society that has large cities, a written language, and often a religion. Ask students what they remember about the Mesopotamian, Egyptian, Maya, Aztec, or Inca civilizations. [Point to the locations of the ancient civilizations on a world map.]
 - You may need to remind students that the Mesopotamian civilization formed on the continent of Asia where Middle East is today.
 - The Egyptian civilization formed on the continent of Africa along the Nile River.
 - The Maya, Aztec, and Inca were early American civilizations that formed in Mexico, Central America, and South America.



Early World Civilizations: Mesopotamia and Ancient Egypt

← Show image 1A-2: Map of Nile, Tigris, and Euphrates Rivers

- Invite different students to come up and identify the Tigris (TY-gris) and Euphrates (you-FRAY-teez) Rivers. Ask students which civilization developed between these two rivers.
 - Mesopotamia [mes-uh-puh-TEY-mee-uh]



← Show image 1A-5: Cuneiform

- Remind students that this is a system of writing the Mesopotamian civilization used. It is called cuneiform (kyoo-NEE-i-form).
- Have students discuss with their partner why it was important for ancient civilizations to have writing. Remind students that some civilizations had laws that were written down, like the Code of Hammurabi.



← Show image 1A-4: Hieroglyphs carved in stone

- Ask students if they know what kind of ancient Egyptian writing this is.
 - hieroglyphics
- Remind students that writing is one component of a civilization.



← Show image 1A-1: Three pyramids

- Have students tell their partner which civilization they think this illustration shows.
 - ancient Egyptian civilization
- Remind students that the civilizations they have studied had cities that developed near rivers. Ancient civilizations also had buildings; for example, the ancient Egyptians built pyramids.

Early American Civilizations



← Show image 1A-3: Machu Picchu today

- Tell students that this is the city of Machu Picchu (MAH-choo PEEK-choo). It means “Old Mountain.” Ask students which early American civilization this city belonged to.
 - Inca civilization
- Have students tell their partner the names of the other two early American civilizations.
 - Maya and Aztec

- Remind students that the people living in these ancient civilizations often had particular religious beliefs. In many of these ancient civilizations and religions, people believed in many different gods and goddesses.

Domain Introduction

- Tell students that they will learn about two ancient civilizations in this domain—the Indus River Valley civilization (or ancient Indian civilization) and ancient Chinese civilization.
- Using a world map or globe, have students review the names of all seven continents as you point to them. Ask students if they know which of these continents is the largest in the world. Invite a student to point to Asia. Tell students that the continent of Asia is the largest continent in the world.
- Share with students that Asia also has the two most populous countries—or the two countries with the most people in them—in the world: India and China.
- Point to India and China on the world map or globe. Tell students that the two most populous countries are India and China. More than a billion people live in each of these countries.
 - To show that the populations in these countries are huge in comparison to that of the United States, you may wish to create a bar graph or have students stand in groups. [3 students to represent the population of the United States (around 316 million people); 12 students to represent the population of India (around 1.2 billion people); and 13 students to represent the population of China (around 1.3 billion people). You may also wish to show this proportionally with 4 students for India and China for every 1 student for the United States.]
- Share with students that over the next several days they are going to learn about an ancient civilization that began in India, called the Indus River Valley civilization. Tell students that ancient India included the countries of India and Pakistan. [Point to India and Pakistan on a world map. Reinforce that this entire area was ancient India.]
- Students will also learn about the ancient Chinese civilization in China. [Point to China on the map.]



- Tell students that they will hear what life was like for the people who lived in these ancient civilizations thousands of years ago. Share that they will also learn about some of the inventions created in these ancient civilizations, inventions that are still used in Asia—and around the world—today.

Vocabulary Preview

Mountain/Valley



← Show image 1A-7: River flooding its banks

1. Today you will learn that the snow from the *mountain* melts and goes down into the *valley*.
2. Say *mountain* with me three times.
Say *valley* with me three times.
3. A mountain is a very large and high area of land that rises high above all of the other land around it. A mountain is much bigger and taller than a hill.
A valley is an area of low and flat land between mountains or hills.

[Point out the mountain and the valley in this image.]

4. Up on the mountain you can look down at the valley. Down in the valley you can look up at the mountain. Today you will hear about a civilization that formed in a valley next to a tall mountain.
5. [Have students make up motions that show *mountain* and *valley*. Tell them that during the read-aloud, they will be able to use these motions when they hear about a mountain and valley.]

Irrigation Canals



← Show image 1A-10: Irrigation canals among crops in the Indus River Valley

1. Today you will learn that *irrigation canals* were built to help bring water to the crops.
2. Say the words *irrigation canals* with me three times.
3. Irrigation canals are ditches, or long holes, cut into the earth to bring water where it is needed.
4. The Egyptians used irrigation canals to move water from the Nile River to their crops.

5. Can you see the irrigation canals in this picture? Tell your partner what they are used for.

Purpose for Listening

Tell students that the topic of today's read-aloud is the Indus River Valley civilization. Tell them to listen carefully to find out if the Indus River Valley civilization also developed around a large river like civilizations in Mesopotamia and ancient Egypt.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization



The Indus River Valley, Part I

← **Show image 1A-8: Images of two river cultures—Egyptian and Aztec**

Great civilizations all around the world have sprung up—or developed—in river valleys.

Do you recognize the two ancient—or very old—civilizations in this picture?

[Top: the ancient Egyptian civilization. Bottom: the Aztec civilization.]

Tell your partner the similarities you see between these two pictures.

[Point to the water in both pictures. The ancient Egyptian civilization developed around the Nile River and the Aztec civilization developed next to Lake Texcoco (tesh-ko-ko).]

Both the ancient Egyptians and Aztecs lived near water. They learned to grow their own crops using the rich, fertile soil of the river valley. The soil in the river valley was fertile—it contained many, many nutrients that were good for growing plants. Because they could grow their own food in the fertile soil, they began to stay in one place instead of moving around in search of food.

Today we will learn about an ancient civilization that also developed in a river valley—the **Indus River** Valley civilization.

How did the **Indus River** Valley civilization begin?



← **Show image 1A-6: Snow-covered Himalayan Mountains**

To find the answer, we have to start out at these snow-covered peaks of the Himalayas, a mountain range that stretches for miles across Asia. The Himalayas have the highest mountain peaks—or tops—in the world.

[Point to the Himalayan mountain range on a world map.]

Can you guess what happens to the snow on these peaks as it melts?

[Pause for student responses.]



← **Show image 1A-7: River flooding its banks**

[Trace the melted snow flowing down the mountain into the river.]

The snow turns into water and travels down the mountainsides to form rivers in the valleys below.

[Point out the mountains and the valley in this picture. Invite a student to trace the path of melted snow flowing down the mountain into the river in the valley.]

Water from the melting snows of the Himalayan Mountains combines with spring rains to cause the river to overflow their banks in the valley below.

[Define *banks* as the land next to and on each side of the river. Point to the river bank in the picture.]

The melted snow and rain cause the water in the river to become higher and higher until the river spills out to the banks—or land—next to the river.

[Ask students what two words they hear in the word *overflow*. Ask if they can guess the meaning of *overflow* with their knowledge of what the separate words mean.]

Fertile soil from the rivers' beds—or bottoms—spreads out over nearby fields. As the water floods the valleys, it leaves behind nutrient-rich, **fertile** soil, perfect for growing crops.

Let's act out this process. We are going to pretend to be the snow-covered peaks of the Himalayas. Let's all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas.

Now, pretend you are the melting snow running into the river. Everyone move your hands toward the floor like melting snow trickling down from the mountain tops.

Now make a whooshing sound to represent the water flowing over the river banks in the valley below.

Finally show the plants that sprout because of the **fertile** soil left behind from the flood.



← **Show image 1A-9: Indus River Valley**

Beneath the Himalayan Mountains in Asia, along the banks of the mighty **Indus River**, the **Indus River** Valley civilization was born.

[On a world map, show the location of the Indus River in relation to the Himalayas.]

Every year snow from the Himalayas melts. The water from the melting snow and heavy spring rains floods—or overflows—the **Indus River**, leaving rich, **fertile** soil on the land around the river.

[You may wish to have students act out the process of melting snow, overflowing river, and fertile valley again.]

Like the ancient Egyptians and Aztecs, the people of the Indus Valley settled—and built their homes—near the **Indus River** and used the **fertile** soil to **cultivate**—and grow—wheat, barley, peas, dates, melons, and bananas.

[You may wish to have students see or sample various crops grown in the Indus River Valley civilization.]



← **Show image 1A-10: Irrigation canals among the crops in the Indus River Valley**

[Ask students what they see in the picture. Point out and identify the irrigation canals.]

Note: Students who used Core Knowledge Language Arts in Grade 1 may be reminded of the Egyptian and Mesopotamian cities they learned about in the *Early World Civilizations* domain.

The people of the Indus Valley civilization knew that if they wanted to live near the river, they would have to control the floodwaters. They built **irrigation canals** to control the floodwaters. An **irrigation canal** is a long and deep ditch or hole cut into the earth to help water go to where it is needed. Sometimes people in the Indus Valley let the floodwaters fill the irrigation canal so that it did not flood the land around it. At other times, they let the water in the irrigation canal flow into the fields where it was needed to help the crops grow.

As communities grew around the **Indus River**, they began to work together to plan and build permanent cities by the river. These cities would be around for a very long, long time.



← **Show image 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel**

There were many permanent cities by the **Indus River** that have lasted for a long time. Not very long ago, archaeologists uncovered Mohenjo-daro, one of the most active and successful cities of the ancient **Indus River** Valley. The archaeologists—or scientists who study the way people lived in the past—who discovered Mohenjo-daro found out that this city was enclosed by brick walls and was designed in a square, grid-like pattern.

[Point out the grid-like pattern and how the streets crisscrossed each other. Mention that this view is only one side of the city and that the city spreads in the other direction as well. Point to the citadel.]

The citadel—the tall fortress at the city’s center—was where the priests lived. The priests were religious leaders who helped to rule the city.

Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of many, many workers. Everyone living in the city had a job to do. Some farmed the land outside the city walls. Some made bricks from the river’s muddy soil. Others used the bricks to build buildings.



← **Show image 1A-12: Carved stones**

There were craftsmen who designed jewelry and special stones carved with pictures of different animals such as buffalo, elephants, and tigers. Archaeologists have uncovered many of these stones, like this one with a buffalo carved onto it. But the archaeologists are still trying to figure out the purpose and meaning of these carved stones.



← **Show image 1A-13: City street with bull cart**

All over the city, merchants—or people who buy and sell things—bought and sold their goods. The merchants bought and sold goods such as pottery and jewelry. Every day they loaded their goods onto their cart. The city’s wide streets, designed in a grid-like pattern, were easy for the merchants’ carts to travel through.

[You may wish to briefly review the different kinds of jobs the people of ancient India had: priests (who were also leaders), farmers, brickmakers, house builders, craftsmen, and merchants.]



← **Show image 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel**

The city of Mohenjo-daro was part of the **Indus River** Valley civilization.

[Ask students whether Mohenjo-daro has the components of a civilization after each statement below. Ask for examples from the read-aloud and refer to the images.]

We say that there is a civilization when there are cities with large buildings. We say there is a civilization when everyone has a certain job to do. We say there is a civilization when there is some form of writing.

The city of Mohenjo-daro had all of these things. In the next lesson, you will hear what it might have been like to be a child living in the city of Mohenjo-daro.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is the Indus River Valley civilization.
2. *Literal* On which continent is the Indus River Valley located?
 - The Indus River Valley is located in Asia.

[Invite a student to point to Asia.]

3. *Literal* Where in Asia did the Indus River Valley civilization develop?
 - The Indus River Valley civilization developed around the Indus River.

[Invite a student to locate the area around the Indus River.]

4. *Literal* What caused the Indus River to overflow in the spring?
 - The snow melting from the peaks of the Himalayan Mountains and heavy rains caused the Indus River to overflow in the spring.
5. *Literal* What was left on the land where the Indus River flooded?
 - Fertile soil was left on the land where the Indus River flooded.
6. *Literal* What are the components of a civilization?
 - A civilization has cities, jobs, and writing.

What are some things the Indus River Valley civilization of Mohenjo-daro had that other ancient civilizations also had?

- The Indus River Valley civilization of Mohenjo-daro had buildings, different kinds of jobs, and writing.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



← **Show image 1A-6: Snow-covered Himalayan Mountains**

7. *Evaluative Think Pair Share:* What do you think might happen to the Indus River Valley civilization if there was no snow on the Himalayas during the winter?
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Sentence Frames:

Would the Indus River overflow or flood? (Yes/No)

Would there be enough fertile soil to grow their crops? (Yes/No)

The Indus River Valley civilization would . . .

If there was no snow on the Himalayas, then . . .

Word Work: Fertile

1. In the read-aloud you heard, “*Fertile* soil from the rivers’ beds—or bottoms—spreads out over nearby fields.”
2. Say the word *fertile* with me three times.
3. *Fertile* means rich in nutrients and the materials needed to grow a lot of crops and other plant life.
4. After the Indus River floods, fertile soil can be found along its banks.
5. Tell your partner what type of plant or crop you would like to grow in fertile soil.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to grow _____ in the fertile soil.”]

6. What’s the word we’ve been talking about?

Use a *Drawing/Writing* activity for follow-up. Directions: Close your eyes and try to visualize—or see—what I say:

Water from the melting snows of the Himalayan Mountains combines with spring rains to cause the river to overflow its banks in the valley below. The melted snow and rain cause the water in the river to become higher and higher until the river spills out to the banks—or land—next to it. Fertile soil from the rivers’ beds spreads out over nearby fields. As the water floods the valleys, it leaves behind nutrient-rich, fertile soil, perfect for growing crops.

Now draw what you imagine the fertile Indus River Valley looked like, and write one sentence about it using the word *fertile* in your sentence.

[Write *fertile* on the board.]



Complete Remainder of the Lesson Later in the Day



The Indus River Valley, Part I

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B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Beds

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Beds).] In the read-aloud you heard that “Fertile soil from the rivers’ beds spreads out over nearby fields.” Here *beds* means the ground at the bottom of a river. Which picture shows this?
 - one
2. *Beds* also means furniture that people sleep on. Which picture shows this?
 - two
3. Now with your partner, make a sentence for each meaning of *beds*. Try to use complete sentences. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

Regular Past-Tense Verbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. Today we will talk about verbs. Many verbs are action words. We can change the way we say action words to show whether something is happening *now* or whether something *already happened* in the past.

2. I will read two sentences related to something you heard in today's read-aloud about the Indus River Valley civilization. One sentence will talk about something that is happening *now*, and the other sentence will talk about something that has *already happened*.
 - The snows melt from the Himalayas.
 - The snows melted from the Himalayas.
3. What is the action word or verb in my sentences?
 - *melt*
4. How does the action word change to let you know the action already happened?
 - add /ed/
5. When you are *writing* about actions that have already happened, you usually add *-ed* to the end of the action word. When you are *talking* about actions that have already happened, the end of the action word sounds like /t/, /d/, or /ed/, depending on what sound the action word ends in.
6. Let's play a quick review game. I'll say something that is happening now, and you tell me how to say it already happened yesterday:
Note: You may mimic the action for students and have them mimic it back to you to increase kinesthetic association.
 - a. Today, we smile. > Yesterday, we smiled.
 - b. Today, we smell flowers. > Yesterday, we smelled flowers.
 - c. Today, we clap our hands. > Yesterday, we clapped our hands.
 - d. Today, we sneeze loudly. > Yesterday, we sneezed loudly.
 - e. [Have partner pairs make up their own sentences using present- and past-tense verbs. If they add /t/, /d/, or /ed/ to an irregular verb, restate the sentence using the correct past-tense form of the irregular verb.]

↔ Vocabulary Instructional Activity

Word Work: Permanent

1. In the read-aloud you heard, “[The people] began to work together to plan and build *permanent* cities by the river. These cities would be around for a very long time.”
2. Say the word *permanent* with me three times.
3. Something that is permanent lasts and continues for a very long time. Something that is permanent does not go away or change.
4. The Indus River Valley civilization had many permanent cities. You heard about one of them in today’s read-aloud. Do you remember what that city is called? (Mohenjo-daro)
5. With your partner, think of two things that are permanent? Try to use the word *permanent* when you talk about them.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is permanent.” Suggestions: buildings, schedules, scars]

6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name some things. If what I name lasts a long time or does not change, say, “That’s permanent.” The opposite of *permanent* is *temporary*. Something that is temporary does not last long and will eventually go away. If what I name is temporary, say, “That’s temporary.”

1. Mohenjo-daro (permanent)
2. Four seasons in a year (permanent)
3. Snow in the winter (temporary)
4. Headache (temporary)
5. National monuments, like the Statue of Liberty (permanent)
6. Being in second grade (temporary)
7. [Invite partner pairs to make up their own examples of something that is permanent and something that is temporary.]

10 End-of-Lesson Check-In

The Indus River Valley, Part I

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the Indus River Valley civilization.
- Give each student a copy of Instructional Master 1B-1 [Response Card 1 (Indus River Valley civilization)]. Have students talk with their partner about what they have learned today using as many new words and as much new information as they can. Students may also choose to draw and label or orally explain a few things that they learned. Items to look and listen for:
 - The word *civilization*
 - The words *mountain/valley, irrigation canals*
 - The word *fertile*
 - The word *permanent*
 - Any information about ancient civilizations in general and the Indus River Valley civilization in particular.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2, 1B-3, and IB-4