EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1:
Overview

Unit 1: Building Background Knowledge: Getting to Know H2O

In this unit, students build their background knowledge about where water is found on earth and the movement of water through the water cycle and the physical landscape. Students will consider the guiding question "Where does our water come from?" as they begin reading *One Well: The Story of Water on Earth*. Students will examine maps and graphs to determine where the water is in the world and how much of our water comes from oceans, rivers, etc. They also will read other informational texts that require them to use graphics and diagrams. Throughout the unit, students will collect "water words" (domain-specific vocabulary) and "power words" (academic vocabulary). In the mid-unit assessment, students will write an on-demand informational paragraph about where water is on earth. (This paragraph will help scaffold students for their final performance task in which they will create a public service announcement educating their audience about why water is important.) In the second half of the unit, students will compare and contrast different texts on rivers and the water cycle, including examining how graphics and illustrations convey meaning about the water cycle. Students will read texts of greater complexity and will practice coding text for the main idea and key details in order to compare and contrast them. For the end of unit assessment, students will apply their comparison skills by reading a new text about the water cycle and comparing how the information is portrayed in this text and in *One Well: The Story of Water on Earth*.

Guiding Questions And Big Ideas

- **Where does our water come from?**
- **How do writers use evidence from text to strengthen their message?**
- *Writers support their points of view with reasons, facts, and details.*
- *Water is a natural resource that every living thing needs.*
- *Access to clean freshwater affects where and how people live.*
- *Water is a finite resource.*

Mid-Unit 1 Assessment	**On-Demand Informational Paragraph: Where in the World Is Water?** This assessment centers on standards NYSP12 ELA CCLS W.3.2 and L.3.1. Students will write an on-demand paragraph that explains where water is found on earth. Students will use specific facts, definitions, and details they discovered in their reading. Students will respond to the following prompt: "Using your Organizing Ideas note-catcher and your Paragraph Writing Accordion graphic organizer, write an informational paragraph that explains where water is on earth . Use specific facts, definitions, and details from the readings to support your writing."
End of Unit 1 Assessment	**Comparing and Contrasting Two Texts about the Water Cycle** This assessment centers on standards NYSP12 ELA CCLS RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L3.4c. Students will first read a new text about the water cycle and determine the main ideas through text coding and answering text-dependent questions. They will then compare and contrast the main ideas and key details of this text to the passage on the water cycle found in *One Well*.

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

NYS Social Studies Core Curriculum:

- 3.10 "People living in communities around the world depend on, adapt to, and modify their physical environments in different ways." (p. 48)

NYS Science:

- 2.1c Water is recycled by natural processes on earth.
- 2.1d Erosion and deposition result from the interaction among air, water, and land.
- 3.7.a "The earth comprises continents, oceans, and other physical features, all of which help define distinct geographic regions around the world."
- 6.2c Heat energy from the sun powers the water cycle.

Central Texts
1. Rochelle Strauss, *One Well: The Story of Water on Earth* (Tonawanda, NY: Kids Can Press, 2007), ISBN: 978-1-55337-954-6.
2. "Let's Get Physical!" in *Junior Scholastic* (2007, Issue 14), 18–19.
3. Expeditionary Learning, "Where in the World Is Water?"
4. New Hampshire Public Television, "Rivers and Streams," in *NatureWorks*, available at www.nhptv.org/natureworks/nwep7j.htm.
5. Stephen R. Swinburne, "River to the Sea," in *Highlights for Children* (1999, Issue 3) 8–9.
6. "The Water Cycle for Kids," U.S. Geological Survey (USGS) and the Food and Agriculture Organization of the United Nations (FAO), available at http://ga.water.usgs.gov/edu/watercycle-kids.html.
7. Gina Jack, "Earth's Water Cycle," in *New York State Conservationist for Kids* (Winter 2009), New York State Department of Environmental Conservation, available at www.dec.ny.gov/education/51515.html.

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading and Talking with Peers: A Carousel of Photos and Texts about Water	• I can effectively participate in a conversation with my peers and adults. (SL.3.1) • I can express ideas using carefully chosen words. (L.3.3) • I can retell key ideas from an informational text. (RI.3.2) • I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1)	• I can talk with my partner in order to record what I notice and wonder about photographs. • I can identify key details using vivid words and phrases about water in the photographs. • I can use key details in the photographs to ask questions about water. • I can ask and answer questions about a text.	• Observation of partner discussions • Contributions to conversation norms • Asking and Answering Questions about Mystery Excerpts	• Carousel protocol • Think-Pair-Share protocol
Lesson 2	Close Reading of Pages 4–7 of *One Well: The Story of Water on Earth*—Where Is Water on Earth?	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	• I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely. • I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5. • I can use words in the text to help me understand the main idea. • I can write an informational paragraph to explain where water is on earth.	• Close Reading recording form • Vocabulary recording form • Students' on-demand informational paragraphs	• Power Words/Water Words

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Language Workshop: Simple, Compound, and Complex Sentences	• I can use information from illustrations (maps, photographs) to understand informational texts. (RI 3.7) • I can write simple, complex, and compound sentences. (L.3.1) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can use information from a physical map to understand where water is on earth. • I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences.	• Students' paragraph revisions	• Concentric Circles protocol • Power Words/Water Words
Lesson 4	Finding Key Details in Informational Text: "Where in the World Is Water?"	• I can answer questions using specific details from informational text. (RI.3.1) • I can retell key ideas from an informational text. (3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can answer questions about "Where in the World Is Water?" • I can identify key details about water sources from the text "Where in the World Is Water?" • I can determine the meaning of unknown words using context clues.	• Where in the World Is Water: Key Details recording form • Vocabulary recording form	
Lesson 5	Mid-Unit Assessment: Writing an On-Demand Informational Paragraph about Where Water Is on Earth	• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	• I can create a plan for my on-demand informational paragraph about where water is on earth. • I can write an on-demand informational paragraph to explain where water is on earth.	• Mid-Unit 1 Assessment: Where in the World is Water? (paragraph) • Mid-Unit 1 Assessment: Organizing Ideas recording form • Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer • Tracking My Progress, Mid-Unit 1 recording form	

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Determining Main Idea: "Rivers and Streams"	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2)	• I can determine the main idea of "Rivers and Streams." • I can answer questions using specific details from "Rivers and Streams."	• Students' annotated text, "Rivers and Streams"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 7	Finding Key Details: "Rivers and Streams"	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2)	• I can determine the key details of "Rivers and Streams." • I can answer questions using specific details from "Rivers and Streams."	• Students' annotated text "Rivers and Streams"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 8	Determining the Main Idea and Key Details: "River to the Sea"	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2)	• I can determine the main idea of "River to the Sea." • I can determine the key details of "River to the Sea."	• Students' annotated text "River to the Sea"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 9	Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about Rivers and Streams	• I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	• I can compare and contrast two texts about rivers and streams.	• Comparing and Contrasting Texts recording form	• Power Words/Water Words • Comparing and Contrasting

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Determining the Main Idea and Key Details: "Recycling Water in the Well" from Page 8 of *One Well*	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2)	• I can determine the main idea and key details of "Recycling Water in the Well." • I can answer questions using specific details from "Recycling Water in the Well."	• Students' annotated text, "Recycling Water in the Well"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 11	Determining the Main Idea and Key Details: "The Water Cycle" (from the USGS)	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)	• I can use words and illustrations to determine the main idea and key details of "The Water Cycle." • I can answer questions using specific details from "The Water Cycle."	• Students' annotated text, "The Water Cycle"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 12	Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about the Water Cycle	• I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	• I can describe the relationship of words about the water cycle using a relational word wall. • I can compare and contrast two texts about the water cycle.	• Comparing and Contrasting Texts recording form	• Power Words/Water Words • Comparing and Contrasting

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit Assessment: Comparing and Contrasting Two Texts about the Water Cycle	• I can determine the main idea of an informational text. (RI 3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can make connections between specific sentences and paragraphs and the overall text. (e.g., comparison, cause/effect, first/second/third in a sequence) (RI.3.8) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) • I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., company, companion) (L.3.4c)	• I can use words and illustrations to determine the main idea and key details of "Earth's Water Cycle." • I can compare and contrast two texts about the water cycle.	• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle • End of Unit Tracking My Progress	• Comparing and Contrasting • Determining the Main Idea and Key Details

Optional: Experts, Fieldwork, And Service

Experts:

- Consider inviting local geologists or hydrologists to talk to the class about where water is found on earth and how water forms are created. A meteorologist would also be an excellent classroom guest when discussing the water cycle.

Fieldwork:

- Visit a local water plant to see where water comes from. You might also consider visiting a local river; if it's practical, consider visiting this river at different points in its journey to the sea. (See River to the Sea, Lesson 8.)

Service:

- Adopt a stream or river with a local environmental group.
- Conduct streamside litter cleanup days.

Optional: Extensions

- Art: Collaborate with the art teacher for students to create visuals of scenes from the text that capture their imagination.

Interdisciplinary Connections

Science

Conduct hands-on science experiments and demonstrations.

The goal of the lessons in this unit is for students to build scientific knowledge while becoming better readers. These lessons do not fully address science content standards; nor do they replace hands-on inquiry-based science. There are many excellent resources and science experiments related to the water cycle. In addition to the resources that may be found in your district's curriculum, consider the following:

Foss (http://fossweb.schoolspecialty.com/delegate/ssi-foss-ucm/ucm?dDocName=D1424929), Project Wet (http://projectwet.org), or free resources on the web such as http://thewaterproject.org/resources/the_water_cycle.asp.

Preparation and Materials

- Students are asked to code the text in some lessons. In order to keep the books clean for future classes, have students code on a transparency on top of the text. Gather enough transparencies for each student.