EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 10

Determining the Main Idea and Key Details:

"Recycling Water in the Well" from Page 8 of *One Well*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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 the meaning of root words to help me determine the meaning of new words with the same root. (L.3.4c)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use root words to help determine the meaning of unfamiliar words in "Recycling Water in the Well." • 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"

Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Things That Get Recycled (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Determining the Main Idea (25 minutes) B. Finding Key Details (15 minutes) C. Revising the Main Idea Statement (5 minutes) 3. Closing and Assessment A. Naming the Parts of the Water Cycle (5 minutes) 4. Homework A. Read page 9 of *One Well*. Talk to someone at home about the fact that is most interesting to you. Draw a picture to illustrate this fact. Be ready to share: "Why do authors use illustrations?"	• The Scattergories activity in Opening A is intended to engage students by getting them to think about the many things that they know are recycled. This will support them in thinking about the more abstract concept of recycling water. • This activity is also intended to introduce students to the use of root words to determine the meaning of unfamiliar words. Learning root words, in addition to affixes, is an excellent way for students to build their vocabulary skills. In this lesson, students focus on the roots *cycle* and *vapor* to help them determine the meaning of words in the text such as *recycle* and *evaporate*. • Lessons 10–12 follow a similar pattern to Lessons 6–9: Students read two texts and then compare them. In this lesson, the class works with the task card from Lessons 6–8 with increased independence. • Students will work with the texts from Lesson 10 and 11 again in Lesson 12 and during the end of unit assessment. Be sure they hold on to all of their texts and recording forms. • For Lessons 10–12, consider changing partners. For these texts, heterogeneous groupings, particularly pairing visual/spatial learners with less visual/spatial learners, may be supportive, as the text of Lesson 11 is graphically dense. • The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. Complement this lesson with hands-on science experiments or demonstrations. • Students are asked to code the text in this lesson. To keep the books clean for future classes, have students code on a transparency on top of the text. To prepare: Use a paper clip to attach a transparency to page 8 of *One Well* for each student. Students will write on these with a wet erase marker rather than directly annotating the text. (If multiple classes use the text, have enough transparencies for each student so that you can keep these for Lessons 12 and 13.) Alternatively, students could use sticky notes, although this will take additional instruction. • Post: Learning targets.

Lesson Vocabulary	Materials
cycle, recycle, vapor, evaporate/evaporation, condensation, precipitation, vapor, droplets	• Stopwatch/timer • Power Words/Water Words anchor chart (from previous lessons) • Determining the Main Idea and Key Details anchor chart (from previous lessons) • *One Well: The Story of Water on Earth* (one per student) • Determining the Main Idea and Key Details task card (from Lesson 8) • Determining the Main Idea and Key Details task card (specific to today's text; for teacher reference) • Slip of paper or index card • Wet erase markers (one per student) • Clear piece of plastic/transparency (one per student; see Teaching Notes) • Paper clips (two per student; see Teaching Notes)

Opening	Meeting Students' Needs

A. Engaging the Reader: Things That Get Recycled (5 minutes)
• Play a game of Scattergories with the students. Say: "We're going to play a game of Scattergories. In this game, your goal is to come up with as many ideas as you can about a topic in 1 minute. Your topic today is 'Things That Get Recycled.' Take a minute to think of a few things to share. Then, when I say 'go,' start calling out words."
• Give students a few moments to think, then set a **timer** for 1 minute or give a student a **stopwatch**. Record the ideas that the students call out without commentary. When time is up, congratulate students on their list and their teamwork. Call out a few of the things that are commonly recycled. There is no need to discuss every item or to debate items that are questionable.
• Add the word *recycle* to the Power Words portion of the **Power Words/Water Words anchor chart**. Say: "You know a lot of things that get recycled. Let's see what we can figure out about the word recycle. Can any one tell me what the root or main part of the word *recycle* is?"
• Give the class think time, then call on a student to respond. Ask:
  * "What do you know or remember about the word *cycle*?"
• Students will likely share words/concepts they know that include the suffix *cycle* (e.g., bicycle, tricycle). They may remember "life cycle" from Module 2. Tell them that a *cycle* is a series of steps that repeats. Like the wheel on a bicycle, *cycles* go round and round. Add the word *cycle* to the Power Words portion of the anchor chart.
• Tell students that when they add the prefix "re" to the root word *cycle*, the word's meaning changes. Explain that "re" means again, so *recycle* means to go through a series of steps again and again.
• Explain that the roots, or main parts, of a word are important to know because they can help readers understand unfamiliar words by making connections to words they already know, like *bicycle* and *recycle*.
• Next, write these words on the board: *evaporate, evaporation, vapor*. Ask students to turn to a partner and discuss:
  * "What do these words have in common? Can you see a root?"
• Listen for students to notice that the word *vapor* is a root for all of these words. Explain that knowing the meaning of this root will help them understand what the words *evaporate* and *evaporation* mean. Tell students that the word *vapor* refers to tiny pieces of liquid that float in a gas. Give students an example: "Sometimes water vapor can be seen in your breath on a cold morning."
	• Consider using smaller groups to engage more students simultaneously.

Opening (continued)	Meeting Students' Needs
• Explain that as students read today, they will use the root word vapor to help them understand what the words *evaporate* and *evaporation* mean.	
B. Unpacking the Learning Targets (5 minutes) • Direct students to the first learning target for this lesson. Ask: * "Who can tell us in their own words the topic that we will be learning about today?" • Tell students that over the next few days, they will read two new texts about how water is recycled. Then, as in the previous lessons about river and streams, they will compare and contrast them.	

Work Time	Meeting Students' Needs

A. Determining the Main Idea (25 minutes)
• Tell students that today they will read page 8 of *One Well* and work independently on the task card that they used in the previous lessons.
• Remind the class that the first step will be to determine the main idea. Refer to the **Determining the Main Idea and Key Details anchor chart** and tell students that many of the approaches they named in previous lessons will be good ones to try with this new text. Show page 8 of *One Well*. Say:
  * "Look over our anchor chart and think about what you will try first. Give a silent signal when you know."
• Read a few of the approaches listed on the anchor chart. Ask students to raise their hand if they are planning to try this first.
• Distribute the materials students will need, including ***One Well***, the **Determining the Main Idea and Key Details task card**, a **slip of paper**, and **wet erase markers**. Tell students that rather than writing directly in their books, they should use the wet erase markers and their **piece of plastic/transparency sheets**. Instruct them to write their main idea statements on the slips of paper and to attach them to the paper clip.
• Tell students that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea.
• Circulate and observe as they work. Ask questions like these to individuals, small groups, or the whole class to prompt thinking:
  * "What is helping you determine the main idea?"
  * "What is this text mostly about?"
  * "How does water recycle?"/"How does the diagram at the bottom of the page help you to understand how water recycles?"
  * "How does the diagram at the bottom of the page help you to understand the fourth paragraph?"
• After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper.
• After 15 minutes total, call students together with their partners.
• Ask them to share their main idea statements with their partners and give their partners a chance to share their ideas as well. Remind them that when there is a difference between their ideas, it is important to notice that and discuss why they are different. Be sure students are using evidence from the text.
	• In this lesson, as in Lessons 6–8, students read independently in service of RI.3.10. If a student cannot grapple with the text independently, read the text aloud to the student or suggest that partners whisper read the text together. Note that you will not be able to assess RI.3.10 with this support.
	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text.
	• Use thoughtful grouping.
	• ELLs' language acquisition is facilitated by interacting with native speakers of English who provide models of language.
	• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.

Work Time (continued)	Meeting Students' Needs
• Circulate as pairs work and select a few strong main idea statements to share. It's OK if these are simple first drafts as long as they include the main idea that water cycles continuously. • After a few minutes, call students together. Share the main idea statements that you pre-selected. • Ask: * "Did anyone discover a new way to determine the main idea?" Call on volunteers to share and add their ideas to the Determining the Main Idea and Key Details anchor chart.	• Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step so students can return to the steps to make sure they are on track. • Consider allowing students to draw their observations, ideas, or notes when appropriate.

B. Finding Key Details (15 minutes)
• Tell students that they will now work on the second part of their task card.
• Refer to the Determining the Main Idea and Key Details anchor chart and tell students that the approaches they named in previous lessons may be good ones to try with this new text. Tell them that they may discover other ways of finding the key details, too.
• Remind students that they should not write directly in their books. Instead, they should use the wet eraser markers to highlight.
• Give students about 8 minutes to work on Part 2: Finding Key Details with a partner.
• Circulate as pairs work. As needed, ask questions like:
  * "Why did you select this passage as a key detail?" (Listen for new approaches to add to the anchor chart.)
  * "Which sentence best defines the process of *condensation* or what happens when water vapor *condenses*?"
  * "Which are examples of *precipitation*?"
  * "Did you notice any other words or phrases that signal that there might be a key detail?" (Listen for "over and over" and "year after year.")
• After about 8 minutes, gather the students together with their partners. Say:
  * "See if you can find at least two key details that you both highlighted. Discuss why you selected these details."
• Circulate as students discuss, listening to ensure that they accurately identified key details. If there are common errors, note these to incorporate in the next lesson.	

Work Time (continued)	Meeting Students' Needs
C. Revising the Main Idea Statement (5 minutes) • Direct students to the third part of the task card. Tell them that they will have 5 minutes to reread their main idea statement and revise it, if they choose, based on their new learning from the key details.	

Closing and Assessment	Meeting Students' Needs
A. Naming the Parts of the Water Cycle (5 minutes) • Gather students. Tell them that the key details in the text they read today contain a lot of new words about water. Ask: * "What water cycle words should we add to our Water Words anchor chart?" • Give think time, then call on a few students to respond. Listen for words like: *evaporate/evaporation*, *condensation*, *precipitation*, *vapor*, and *droplets*. Add these words to the Water Words portion of the Power Words/Water Words anchor chart. • Distribute the homework.	• Physical movement supports ELLs and students with different learning styles. • Reading the text from *One Well* promotes fluency and may provide some students with deeper understanding of the text.
Homework	**Meeting Students' Needs**
• Read page 9 of *One Well*. Talk to someone at home about the fact that is most interesting to you. Draw a picture to illustrate this fact. Be ready to share: "Why do authors use illustrations?"	

EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 10
Supporting Materials

Determining the Main Idea and Key Details Task Card

For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

- **The same water has always been on earth. It recycles by moving through the water cycle.**

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

(Answers will vary.)
(any idea from the first paragraph)
"The amount of water on Earth doesn't change."
"The same water just keeps going through a cycle over and over again."
"Water evaporates.... It rises into the air as water vapor."
"Droplets form clouds."
Droplets fall.
"Precipitation returns to oceans, lakes, and rivers."
"Water continuously circulates through the water cycle."
Diagram shows water rising from the ocean into clouds, rain falling from clouds, and then rain flowing back to the ocean.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

Determining the Main Idea and Key Details anchor chart

For Teacher Reference; Adapt to Suit Based on Student Responses

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining …

The Main Idea	Key Details
(Answers will vary) **Pay attention to text features:** **titles and subtitles** **Notice what the author writes about most** **Use the pictures** **Notice how sentences are connected:** **Sequence (order) of what happens** **Comparisons of details or ideas** **Look out for distractors in text and pictures**	**(Answers will vary)** **Pay attention to text features:** **bold text for important words** **Look for words and phrases that signal importance:** **all** **over time** **often** **most** **over and over** **year after year** **Notice how sentences are connected:** **Sequence (order) of what happens** **Comparisons of details or ideas** **Watch out for things that distract from the main idea:** **Personal stories** **Pictures/photographs**