



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 11

Determining the Main Idea and Key Details: “The Water Cycle” (from the USGS)



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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 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)

Supporting Learning Targets

- I can use words and illustrations to determine the main idea and key details of “The Water Cycle.”
- I can describe connections between sentences in “The Water Cycle” and how they support the key details and main idea.

Ongoing Assessment

- Students’ annotated text, “The Water Cycle”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Sharing Pictures of Water Facts (3 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Determining the Main Idea (25 minutes)Finding Key Details (15 minutes)Describing the Connections between Sentences (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Complete the third part of your task card. Reread your main idea statement and revise it using the key details you identified today.If you did not finish determining the main ideas and key details of “The Water Cycle,” please complete it with your best quality. Be sure to bring your text and task card back to use in our next lesson.	<ul style="list-style-type: none">Students will work with the texts from Lesson 10 and 11 again in Lesson 12 and the end of unit assessment. Be sure students hold on to all of their annotated texts.Students should be in the same pairs as in Lesson 10.If, during Lesson 10, you noticed common misconceptions in identifying the main idea or key details, make a plan for addressing them here in Lesson 11.This text exposes students to concepts that extend beyond the third-grade science standards. It is not expected that they will master these scientific concepts as part of this ELA unit.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.Post: Learning targets.



Lesson Vocabulary	Materials
diagram, atmosphere, solid, liquid, gas, runoff, groundwater, cause, effect	<ul style="list-style-type: none">• Power Words/Water Words anchor chart (from previous lessons)• Document camera or projector• “The Water Cycle” (one per student)• Determining the Main Idea and Key Details anchor chart (from previous lessons)• 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)• Highlighter or colored pencil (one per student)• Slip of paper

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Sharing Pictures of Water Facts (3 minutes)</p> <ul style="list-style-type: none">• Gather students together with their homework. Have them share their homework with a partner. Select a few illustrations to share with the class. Ask:<ul style="list-style-type: none">* “Why do authors use illustrations?”• Give students a few minutes of think time, then call on a few volunteers. Listen for ideas like: “to make the meaning more clear” and “to make the text more interesting.”	<ul style="list-style-type: none">• Illustrations support visual learners.
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud. Tell students that just as they might use illustrations to help make the meaning more clear and interesting, authors also use illustrations. Read the second target and remind students that authors organize sentences and paragraphs to help readers understand key details and the main idea, and they will make connections between sentences in this text just as they did with “Rivers and Streams” and “River to the Sea.”	



Work Time	Meeting Students’ Needs
<p>A. Determining the Main Idea (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that today they will study a <i>diagram</i> and read text about the water cycle, working again with the task card they used in previous lessons. Tell them that a diagram is simply an illustration that explains the parts of something. Add the word <i>diagram</i> to the Power Words section of the Power Words/Water Words anchor chart. • Using the document camera or projector, project the diagram from “The Water Cycle.” • Give the class a few minutes to look at this diagram. Then ask students to discuss with a partner: <ul style="list-style-type: none"> * “How did knowing the meaning of the root word <i>vapor</i> help you understand the meaning of the word <i>evaporate</i> in the text?” • Give pairs a few minutes to talk, then cold call a student to share. Listen for: “Knowing that <i>vapor</i> means the water is a gas helped me infer that <i>evaporate</i> means when water turns from liquid to gas.” • Add the words <i>vapor</i>, <i>evaporate</i>, and <i>evaporation</i> to the Water Words section of the Power Words/Water Words anchor chart. • Ask: <ul style="list-style-type: none"> * “What did the author do to help make the meaning clear?” • Give pairs a few minutes to talk, then cold call a student to share. Listen for ideas like: using text features (bold text, arrows) to help make meaning clear. Add these to the “Text Features” section of the Determining the Main Idea and Key Details anchor chart. • Ask: <ul style="list-style-type: none"> * “What did the author do to make the diagram more interesting?” Listen for: the cute faces, slides, etc. Refer to the Determining the Main Idea and Key Details anchor chart and explain that just like in “River to the Sea,” the things an author does to make the text more interesting can also be distractors. Ask students to share a few specific examples of distractors from this text (e.g., water drops having a picnic, sunbathing water drop, etc.). • Distribute “The Water Cycle” and the Determining the Main Idea and Key Details task card. • Tell students that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea. 	<ul style="list-style-type: none"> • This text/diagram will likely be challenging for students. As students work toward RI 3.10, it is important that they struggle with text and times and independently use strategies to make meaning. • Explanation of timing helps students to manage their own time, as they will need to do in many situations, including test taking. • 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Circulate and observe as they work. Ask questions like these to individuals, small groups, or the whole class to prompt thinking:<ul style="list-style-type: none">* “How does the diagram help you understand the main idea?”* “Did you notice any text that was used more than once? Why do you think this text was repeated?” Listen for: “The first paragraph/blurb at the top of the diagram is repeated. It’s the main idea.”* “What text features are you using to determine the main idea?” Listen for: title, subtitles, bolded text on diagram.• 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. As they work, consider pre-selecting a few strong main idea statements to share.• After 15 minutes total, call students together with their partners.• Call on a few volunteers or pre-selected students to share their main idea statements. It’s OK if these are simple first drafts as long as they include the main idea that there are many ways water moves through the earth.• Project the diagram. Ask:<ul style="list-style-type: none">* “How does the diagram help you understand the main idea?”• Give students a moment to think, then call on a volunteer. Add any new ideas to the Determining the Main Idea and Key Details anchor chart.• If students do not name it on their own, tell them that sometimes you need to sit back and take a big-picture view. Ask them to share with their partners:<ul style="list-style-type: none">* “Just from looking at the picture, what do you think the author of this text most wants you to know about the water cycle? How do you know?”• Give pairs time to discuss, then cold call a few students to share. If needed, prompt them for evidence. Listen for ideas like: “The pictures of all the rain drops in the water, the sky, and going down the mountains tells me that the water on earth is busy; it’s moving around all the time” or “There are many ways that water moves through the water cycle, not just one way. I know because of all different ways the water droplets are shown on the page.”	



Work Time (continued)	Meeting Students’ Needs
<p>B. Finding Key Details (15 minutes)</p> <ul style="list-style-type: none">• Distribute highlighters or colored pencils. Tell students that they will now be working 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.• Give students about 8 minutes to work on Part 2: Finding Key Details with a partner.• Circulate as students work. As needed, ask questions like:<ul style="list-style-type: none">* “Why did you select this passage as a key detail?” Listen for new approaches to add to the anchor chart.* “What text features would be best to use to determine the key details? Why?” Listen for: bolded vocabulary words, little pictures next to subheadings, etc.* “Why do you think the author included pictures of slides to illustrate runoff? What words from the text help you to understand this?” Listen for: “Water that flows downhill is runoff.”* “What can you learn about groundwater from looking at the diagram that you can’t learn from the text?” Listen for: “Some groundwater goes into plants or comes out of the ground as springs” and “Water soaking into the ground is called seepage.”* “Did you notice any words or phrases that signal that there might be a key detail?” Listen for: “most” and “always.”• After about 8 minutes, gather the students together with their partners. Say:<ul style="list-style-type: none">* “See if you can find at least two key details that you both highlighted. Discuss why you selected these details.”• Circulate as pairs discuss, listening to ensure that students accurately identified key details.• If many students are misidentifying key details, pull the whole class or a small group together and ask some of the text-dependent questions listed above. If necessary, forgo Work Time C to ensure that students are competent at finding key details.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Describing the Connections Between Sentences (10 minutes)</p> <ul style="list-style-type: none">• Refer to the third learning target:<ul style="list-style-type: none">* “I can describe connections between sentences in ‘The Water Cycle’ and how they support the key details and main idea.”• Remind students that when they read “Rivers and Streams” (in Lesson 7) and “River to the Sea” (in Lesson 8), they found that authors sometimes support the main idea and key details by using sentences that are connected. They found several sentences in “Rivers and Streams” that were connected because they described the sequence, or order, of events using words like “first” and “last.” In “River to the Sea,” they found sentences that were connected because they made comparisons.• Explain that today students will again make connections between sentences, but this time they will look for sentences that are connected in a different way. Instead of explaining a sequence or making a comparison, these sentences show <i>cause</i> and <i>effect</i>.• Explain that the word <i>cause</i> means something that makes something else happen. Give examples: “Traffic causes the school bus to be late” or “Eating too much ice cream may cause a stomachache.” Go on to explain that the word <i>effect</i> is what results from a cause. Give examples: “The school bus being late was the effect of traffic” and “The stomachache was the effect of eating too much ice cream.”• Tell students that today they will see how an author can connect sentences to show <i>cause</i> and <i>effect</i>.• Add the words <i>cause</i> and <i>effect</i> to the Power Words section of the Power Words/Water Words anchor chart.• Project the text on the document camera. Direct students to read along as you read the sentence in the text (not the diagram) under the subheading “The Sun”:<ul style="list-style-type: none">* “The sun makes the water cycle work by providing energy, in the form of heat.”• Then read the sentence that follows under the subheading “Evaporation”:<ul style="list-style-type: none">* “The sun causes liquid water to evaporate, or turn from a liquid to a gas (water vapor).”• Ask:<ul style="list-style-type: none">* “How are these sentences connected?”• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “One talks about how the sun gives heat to make the cycle work, and the other says it causes water to turn to evaporate.”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• If needed, follow up:<ul style="list-style-type: none">* “What word in these sentences shows the reader how the ideas in the sentences are connected?” Call on volunteers to respond. Listen for: “causes.”• Explain that these sentences help the reader understand the key details about the sun’s effect on the water cycle, and the word <i>causes</i> helps the reader make this connection.• Point out that sentences that show cause and effect might not have these words in them, though.• Direct students to read along as you read the text under the subheading “Precipitation”: “The tiny cloud droplets combine with each other and grow into bigger water drops. When they get heavy enough, the water drops fall to Earth as precipitation, such as rain and snow. In cold climates, precipitation builds up as snow and ice, solid forms of water.”• Ask:<ul style="list-style-type: none">* “Which two sentences in this paragraph show cause and effect?”• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “The first sentence talks about water drops combining, and the second sentence talks about how this causes precipitation.”• Students may struggle to explain how these two sentences are connected to show cause and effect. Point out the word <i>they</i> in the second sentence and ask:<ul style="list-style-type: none">* “What does the word <i>they</i> mean in this sentence?”• Students should notice that this word refers to the “droplets” in the prior sentence.• Ask:<ul style="list-style-type: none">* “Why do you think it is important for readers of this text to understand cause and effect?” Listen for ideas like: “Because in the water cycle, one thing causes another thing to happen, like the sun causing evaporation.”• Explain that authors often use sentences that show cause and effect to help readers understand information about a topic. Here the author is explaining what causes different parts of the water cycle to happen.• On the Determining the Main Idea and Key Details anchor chart, below “Notice how sentences are connected,” add “Cause and effect” to both the Main Idea and Key Details sections.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute a slip of paper to each student. Post the question for students’ exit ticket and ask them to write their response:<ul style="list-style-type: none">* “How did the diagram help you to learn more about the water cycle?”• Preview the homework.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete the third part of your task card. Reread your main idea statement and revise it using the key details you identified today.• If you did not finish determining the main ideas and key details of “The Water Cycle,” please complete it with your best quality. Be sure to bring your text and task card back to use in our next lesson.	<ul style="list-style-type: none">• If students did not complete the task card for this text, consider finding a few minutes at another time of the day to finish it rather than sending this work home (and risking it not coming back).



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Supporting Materials

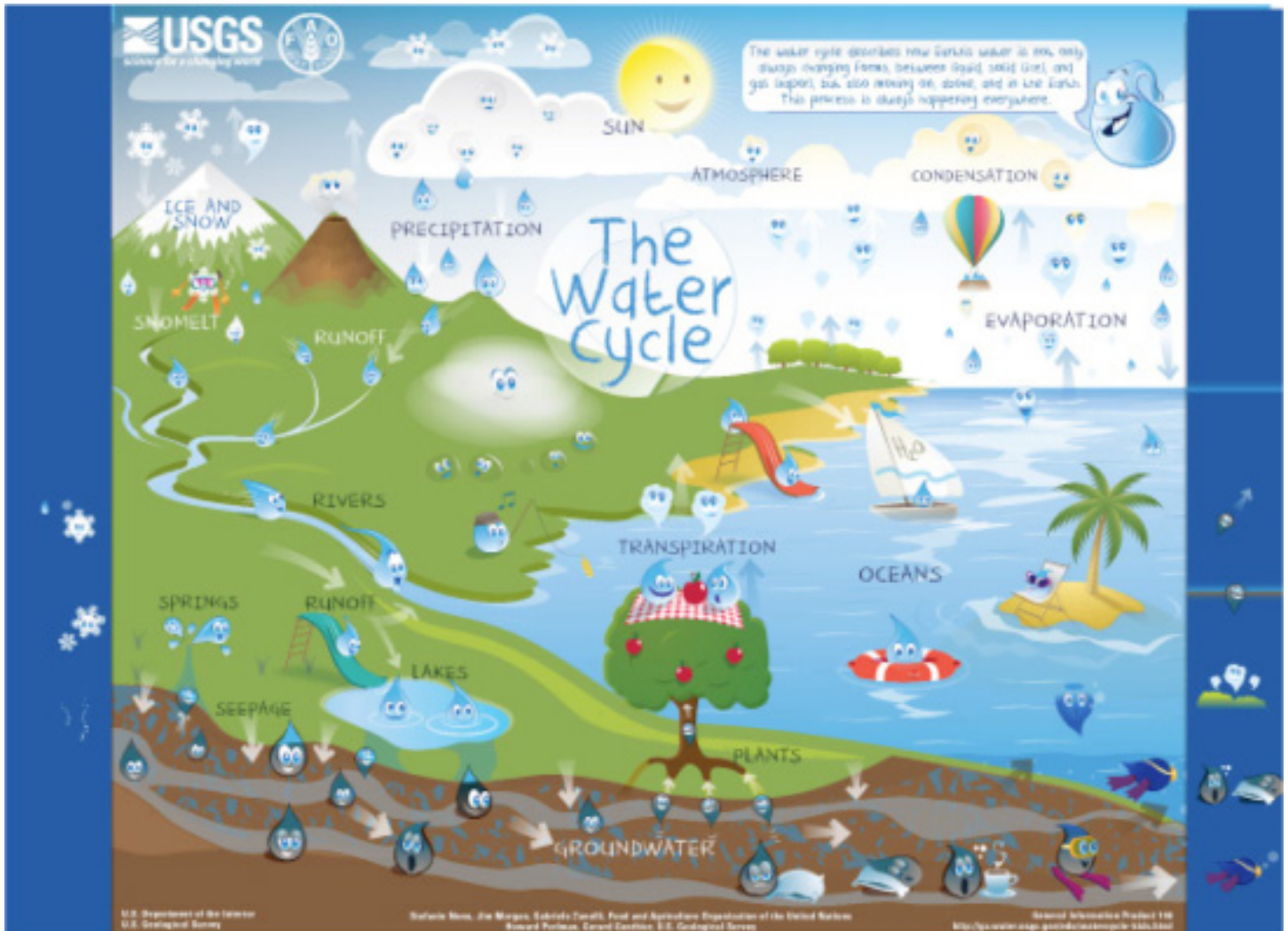


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The Water Cycle



Used with permission from the U.S. Department of the Interior, U.S. Geological Survey: <http://ga.water.usgs.gov/edu/watercycle-kids-text-beg.html>



The Water Cycle

The water cycle describes how Earth's water is not only always changing forms, between liquid (rain), solid (ice), and gas (vapor), but also moving on, above, and in the Earth. This process is always happening everywhere.



The sun

The sun makes the water cycle work by providing energy, in the form of heat.



Evaporation

The sun causes liquid water to **evaporate**, or turn from a liquid to a gas (water vapor). The invisible water vapor floats high into the **atmosphere** (the air that surrounds the earth). Most evaporation happens from the oceans, since oceans cover 70% of the Earth's surface. Any water can evaporate, even the snow on the top of mountains or the water in the leaves of trees!



Condensation

The colder temperatures high in the atmosphere cause the water vapor to turn back into tiny liquid **water droplets**—the clouds. This is condensation, the opposite of evaporation. Winds in the atmosphere blow the clouds all around the globe.



The Water Cycle



Precipitation

The tiny cloud droplets combine with each other and grow into bigger water drops. When they get heavy enough, the water drops fall to Earth as precipitation, such as rain and snow. In cold climates, precipitation builds up as snow and ice, solid forms of water.



Runoff

When rain hits the land or snow melts, it flows downhill over the landscape. This is called **runoff**, which provides water to rivers, lakes, and the oceans.



Groundwater

Some precipitation and runoff soaks into the ground to become **groundwater**. Plants use groundwater to grow. The water underground is always moving, with most of it ending up back in the oceans.



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 water on earth is always changing forms and location as it moves 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.)

The sun provides energy to make the water cycle work.

Sun causes liquid water to evaporate.

Most evaporation happens from the ocean.

When water vapor turns to water droplets it makes clouds.

Precipitation is rain and snow.

In cold climates, precipitation builds up.

Water flowing downhill is runoff.

Most runoff goes to rivers, lakes, and the ocean.

Some runoff soaks in and becomes groundwater.

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
<p>(Answers will vary)</p> <p>Pay attention to text features: titles and subtitles</p> <p>Notice what the author writes about most</p> <p>Use the pictures</p> <p>Notice how sentences are connected: Sequence (order) of what happens Comparisons of details or ideas Cause and effect</p> <p>Look out for distractors in text and pictures</p> <p>Take a “big picture” look</p>	<p>(Answers will vary)</p> <p>Pay attention to text features: bold text for important words</p> <p>Look for words and phrases that signal importance: all over time often most over and over year after year always</p> <p>Notice how sentences are connected: Sequence (order) of what happens Comparisons of details or ideas Cause and effect</p> <p>Watch out for things that distract from the main idea: personal stories pictures/photographs</p> <p>Match text to the illustrations</p>