



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 1

Gathering, Documenting, and Sorting Information: Determining Challenges Related to Having Clean Water for Everyone



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can recall information that is important to a topic. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) I can sort my notes into categories. (W.3.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can find specific details in images that highlight a challenge to having clean water for everyone.• I can take notes from texts that highlight a challenge to having clean water for everyone.• I can sort my notes into categories of three specific challenges.	<ul style="list-style-type: none">• Challenges to Having Clean Water recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Quote about the Need for Clean Water for Everyone (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Water Fact Frenzy (15 minutes)B. Gallery Walk and Note-taking (20 minutes)C. Sharing Notes and Sorting into Challenges (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: What Surprised You Today about the Challenges to Having Clean Water for Everyone? (5 minutes)4. Homework<ol style="list-style-type: none">A. Share with someone in your family the three challenges to having clean water that you learned about today. Tell them what was surprising to you and what questions you have about clean water now.B. Continue reading in your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">• In advance: As with previous Gallery Walks, print and post the water challenge images around the room. See supporting materials for some images; feel free to collect other images from water texts in the classroom or on the internet.• Students should be familiar with Gallery Walks from previous modules. The purpose is to foster curiosity and promote engagement in the topic. For this Gallery Walk, the goal is for students to build awareness that not everyone in the world gets their water from a faucet. The photos are designed to elicit a sense of the importance of water and build students' curiosity about why people have to get water from sources like a puddle or swamp.• Lessons 1 and 2 lay the groundwork for students to begin to use their skills reading informational texts to conduct research about the challenges to having clean water. In this lesson, students build their curiosity about how having clean water might be a challenge for people in the world. Additionally, students think about what they know about water to ground the beginning of their inquiry. In Lesson 2, students will put their knowledge into an informative paragraph. This writing further grounds and supports the research they will do throughout the unit.



Lesson Vocabulary	Materials
take for granted, figure of speech, frenzy, high five, demand, access/accessible, pollution	<ul style="list-style-type: none">• Water quote (one for display and one per pair of students)• Document camera• Equity sticks• Index cards (10 per triad)• Sample Fact Frenzy facts (for teacher reference)• Paper clips (a few dozen)• Challenges to Having Clean Water recording form (one per student)• Gallery Walk images• Exit ticket (one per student)• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Quote about the Need for Clean Water for Everyone (8 minutes)</p> <ul style="list-style-type: none"> Gather students in the whole group area. Display the water quote on a document camera. Ask students to partner with someone next to them. Read the quote aloud, then distribute a copy of the quote to each pair. Ask students to reread the quote aloud together. Ask: <ul style="list-style-type: none"> * “What is this author trying to tell us about water?” Give partners a minute or two to share their thinking with each other. Then, using equity sticks or by cold calling, invite a few students to share their thinking. Listen for students to talk about how there are a billion people without clean water, or that water is really important, but not everyone can get clean water. Linger on the word “billion” and write it out on the quote, showing kids how many zeros that makes. Reread the sentence “It is easy to take something for granted when it is always there.” Circle or highlight the phrase “take something for granted.” Ask: <ul style="list-style-type: none"> * “What do you think <i>take for granted</i> means?” Give students a moment to think and talk to someone next to them. Then invite students to share their thinking. Listen for them to say something like: “It means we don’t appreciate something.” Define this as a <i>figure of speech</i>. Give students a definition of this phrase if they don’t know what it means. (<i>Take for granted</i>: to use, accept, or treat in a careless or indifferent manner.) Direct students to read this quote again. Ask: <ul style="list-style-type: none"> * “What does this make you wonder?” Invite a few students to share their wonders. Record students’ questions at the bottom of the quote for future reference. Tell students that in the next few weeks, they should have answers to many of the questions they posed. 	<ul style="list-style-type: none"> Support struggling learners by pre-highlighting key phrases for students to focus on, such as: “even think of walking great distances every day to throw a bucket into a swamp and call what comes out drinking water.”
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite a student to read the targets aloud. Review targets with students and ask the following question: <ul style="list-style-type: none"> * “Based on these targets, what do you think your work is going to look like today?” Give students time to think then talk to each other. Invite one or two students to share what this means for their work today. 	



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Water Photographs (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to take some time to think about all the things they already know about water. Explain that they will be doing a “Fact Frenzy.” Ask:<ul style="list-style-type: none">* “Who thinks they know what the word <i>frenzy</i> means?”• Give students a moment to think.• Invite anyone who has an idea or definition to share. Guide students to the definition or quickly define it for them: a <i>frenzy</i> is to have wild excitement. Explain with enthusiasm that a Fact Frenzy is like a brainstorm. Set the tone for a frenzy of facts. Tell students that they are going to have a frenzy about water.• Then tell students that they are going to think of as many things they know about water as they can.• Place students in triads; distribute 10 index cards to each triad.• Display the following question:<ul style="list-style-type: none">* “What are the most important things a person should know about water in our world?”• If needed, do some guided practice or a quick model using sample Fact Frenzy facts.• Release students to work together to think of as many facts as they can think of about water. As students are working, maintain the tone and level of enthusiasm with comments such as: “We really have a frenzy of facts going now! Look how fast those pencils are going!” or “This is quite a frenzy! I see many of you have a lot of facts!”• Give students about 10 minutes for their frenzy. Then ask each triad to join another triad to form groups of six to share their facts. Tell students that if they have similar or the same facts, they can <i>high five</i> each other for their good thinking and should then put the facts together as one card using a paper clip.• Once students have shared their facts with their other triad, collect their index cards. (You will use these later to create an anchor chart.)• Bring the whole group back together. Explain to students that you are going to take all their facts and put them together on a chart so they have them for reference.	<ul style="list-style-type: none">• Confer with struggling learners about what they know about water during the frenzy. Scribing what they know supports their contribution and engagement.



Work Time (continued)	Meeting Students' Needs
<p>B. Gallery Walk and Note-taking (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that now that they have thought about what they know about water, they are going to do some thinking about why there might be so many people (a billion!) without water.• Display the Challenges to Having Clean Water recording form and highlight the three headings: <u>demands</u> for water, <u>pollution</u>, and <u>access</u>. Give students a moment to talk to someone next to them about which of these words they know and which they don't know.• Using equity sticks, invite students to share words that are familiar to them. Guide them to the correct definitions of the words if they are close. Name each of these as power words.• Note for students that <i>access</i> means “able to use or get.” Share that this is the base word for another word they might see in places with a wheelchair sign—handicap <i>accessible</i>.• Give students a sentence with the word <i>demand</i>, such as: “I demand that I have dinner right now.” Guide students to the definition.• <i>Pollution</i> is likely the most familiar word to students. Guide them to this definition (harmful or poisonous substances in an environment), noting that “pollute” is the root word and “-tion” is the suffix added to the word.• Then explain to students that they are going to take part in a Gallery Walk, thinking about these three categories. Their job is to find details in the images that tell them something about each one of these challenges. Read the targets for today aloud:<ul style="list-style-type: none">* “I can find specific details in images that highlight a challenge to having clean water for everyone.”* “I can take notes from texts that highlight a challenge to having clean water for everyone.”* “I can sort my notes into categories of three specific challenges.”• Tell students that there isn't a “right” category, but that what is important is that they look closely at the details in the images and the quotes to think more carefully about the three challenges presented today. Explain that some images might seem to fit in more than one category.• Display one of the Gallery Walk images and provide a brief model of what students might write. For example: “I am looking at this image of a boy scooping up water from sand. A detail I see is that this is a small puddle of water in the middle of a lot of sand. I'm going to write that here in the details column. I think this is about access, because I can see that the little boy is getting water from a puddle to put in a container. It seems that he is trying to get water from any place. So I am going to write ‘access’ in this column.”	<ul style="list-style-type: none">• Read the text excerpts aloud to support ELLs and other students who might be challenged by this task.• Consider providing fewer text excerpts to students who may be challenged by large amounts of text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to give a thumbs-up if they know what they are going to do next. Address any clarifying questions.• Then release them to spend about 15 minutes in the Gallery Walk, taking notes.	
<p>C. Sharing Notes and Sorting into Challenges (10 minutes)</p> <ul style="list-style-type: none">• Gather students back together with their recording forms. Tell students that they are now going to take turns sharing what they recorded on their forms. Remind the class about the norms for sharing together.• After 5 minutes, ask students to pause in their work and take 5 minutes in their group to discuss the following question:<ul style="list-style-type: none">* “Why do you think pollution, access, and demand for water are difficult challenges for people?”• Then bring them back together as a whole group.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: What Surprised You Today about the Challenges to Having Clean Water for Everyone? (5 minutes)</p> <ul style="list-style-type: none">• Using equity sticks, invite a few students to share what they talked about regarding the question. Invite a few more students to share a big lingering question they might have after seeing the images.• Distribute the exit ticket. Give students a few minutes to complete their ticket. Collect the tickets and give students specific praise about what they did well today. For example: "I noticed you were working well together when you shared your thinking. I saw you taking turns and listening carefully."• Collect students' recording forms and their exit tickets to informally assess.• Preview the homework.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone in your family the three challenges to having clean water that you learned about today. Tell them what was surprising to you and what questions you have about clean water now.• Continue reading in your independent reading book and complete your Independent Reading recording form. <p><i>Note: Type and print students' Fact Frenzy index cards. Type them so that they are cut-able for sentence strips. Print and make 12 sets of the sentence strips (enough for each pair of students). Cut and place one set onto a piece of chart paper. Title the chart paper "What We Want People to Know about Water on Earth."</i></p> <p><i>The other sets of sentence strips will be used in Lesson 2. Note that students will create and use sentence strips throughout Unit 2. In subsequent lessons, students will create sentence strips that highlight the things they are learning about each of the challenges to having clean water for everyone. Students who might need extra support with their writing can use the sentence strips they create throughout Units 2 and 3 to help them organize their writing. These students will be able to pull the sentence strips (written on index cards in subsequent lessons) and physically manipulate them to support the development and organization of their ideas.</i></p> <p><i>Add the following power words to the word wall: "access" and "demand."</i></p> <p><i>Review students' recording forms and exit tickets as an informal assessment of what they know about each of these challenges at this point.</i></p>	



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Supporting Materials



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Water Quote

“It is easy to take something for granted when it is always there. In places rich with clean water resources there are watered lawns, clean cars, and long showers. Comprehending the global need for water is difficult—the tap turns; the water comes out. It is unimaginable to even think of walking great distances every day to throw a bucket into a swamp and call what comes out drinking water. More than a billion people in the world are currently in need of clean drinking water.”

NEED, The Humanitarian Magazine, Issue 3, 2007



Challenges to Having Clean Water
Recording Form

Image # or Quote #	Details From the Image	I think this could be a challenge of ... (demand for water, access or pollution) because ...



Gallery Walk Images



Image from Reisinger, John. "Future Clean Water Solutions." NEED 2007: 2-15. Print.
Complete article can be found in Lesson 8.



Gallery Walk Images



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Gallery Walk Images



Stephen Coddington, Planet Geography: http://www.planetgeography7.com/PG7/Chapter_4_Photos.html.



Sample Fact Frenzy Facts
For Teacher Reference

Water covers 70 percent of the earth.

Most of the water is found in oceans.

Ocean water is saltwater. We can't drink it.

The same water that is on earth today is the same water from billions of years ago.

Water cycles through a process of precipitation, evaporation, and condensation.

Water finds its way downhill. It starts in the mountains and forms into streams and rivers. It goes to the ocean.

Only a small part of the water on earth is drinkable.

We have only a small amount of freshwater.

Freshwater comes from glaciers and lakes.

Some water is found underground.

Water is found inside soil.



Exit Ticket

Name:

Date:

What Surprised You Today About the Challenges to Clean Water?



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book:	
Pages Read:	

Use this chart to keep track of what you read.

Where	Who	What

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

I think this word is precise because _____



Independent Reading Recording Form

2. Write down any word or words you found that you are unsure about.

Words	I think this means