



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 2: Lesson 2**

### **Writing to Teach a Reader about Water on Earth: Laying the Foundation for Water Challenges Research**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write informative/explanatory texts that convey ideas and information clearly. (W3.2)

- a. I can write an informative/explanatory text that has a clear topic.
- a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.
- b. I can develop the topic with facts, definitions, and details.
- c. I can use linking words and phrases to connect ideas within categories of information. (e.g., *also, another, and, more, but*)
- d. I can construct a closure on the topic of an informative/explanatory text.

**Supporting Learning Targets**

- I can write a paragraph that teaches my reader about water on earth.
- I can identify the most important information to use in my paragraph.

**Ongoing Assessment**

- Water on Earth paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Reflecting on the Challenges to Clean Water (5 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson and Guided Practice: Organizing Information to Teach a Reader (15 minutes)</li><li>B. Teaching Our Reader: Writing about Water (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Our Paragraphs (5 minutes)</li><li>B. Reflecting on Our Writing (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read your independent reading book and complete your Independent Reading recording form.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin thinking about how to communicate their learning through writing. Students will build on the work they did in Module 2A, where they were teaching their readers about frogs.</li><li>• Since this is the end of third grade, this writing begins to have students think specifically about their audience when they write. This pushes students toward the fourth-grade version of W.4.</li><li>• As described in a Lesson 1 Teaching Note, students use the facts and information they created in their “Fact Frenzy” to write a paragraph in which they teach their reader what they know about water. These two lessons work in tandem. They begin the process of research. Students must first start with solidifying what they know before they begin to read more texts and ask questions to drive their inquiry.</li><li>• In advance: Cut up the remaining seven sets of Fact Frenzy facts developed in Lesson 1.</li></ul>



Lesson Vocabulary	Materials
access, demand, pollution	<ul style="list-style-type: none"><li>• Gallery Walk images (from Lesson 1; choose one or two for display)</li><li>• Equity sticks</li><li>• What We Want People to Know about Water on Earth anchor chart (created at the end of Lesson 1; one for display)</li><li>• Fact Frenzy sentence strip sets (from Lesson 1; 12 sets; one set per pair)</li><li>• Document camera</li><li>• Model paragraph: Water on Earth (one for display)</li><li>• Water on Earth paragraph recording form (one per student)</li><li>• Water on Earth paragraph criteria</li><li>• Independent Reading recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Reflecting on the Challenges to Clean Water (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students whole group. Ask them to turn and share with an elbow partner:<ul style="list-style-type: none"><li>* What was the challenge to having clean water that you shared with your family last night for homework?</li></ul></li><li>• Invite a few students to share with the class.</li><li>• Remind them about the images they looked at in the previous lesson about the challenges of having enough clean water for everyone. Review the vocabulary and meaning of the challenges: <i>access</i>, <i>demand</i> for water, and <i>pollution</i>.</li><li>• Display one or two of the <b>Gallery Walk images</b> to prompt students' memories. Ask students to look at the images displayed and reflect on the following question:<ul style="list-style-type: none"><li>* "Why should people care about water?"</li></ul></li><li>• Give students time to think and talk together.</li><li>• Using <b>equity sticks</b>, ask several students to share their thinking. The goal for this engagement activity is to set a sense of purpose for learning about water and teaching others about water. Draw on students' connections and emotional response to the images that they saw in the Gallery Walk. Guide students to reflect on the fact that water is essential for survival and that, for some people in the world, you can't just turn on a faucet to get fresh water.</li></ul>	
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a few students to read the learning targets aloud. Ask:<ul style="list-style-type: none"><li>* "What are the important words in these targets that help you know what work we will do today?"</li></ul></li><li>• Give students time to think, then talk to a partner.</li><li>• Invite a few students to share their thinking. Listen for students to identify words like: "write," "paragraph," "teach," and "engaging."</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson and Guided Practice: Organizing Information to Teach a Reader (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that throughout this unit, they are going to learn about the challenges of making sure everyone has clean water. Explain that at the end of the module, they are going to teach people about the water challenges in order to help everyone care about protecting water.</li><li>• Tell students they already know a lot about water on earth and they have already practiced writing what they know about water in Unit 1. Their next step is to write in order to teach a reader. Explain that writing is one of the most important ways that people try to teach others, but that writers have to think carefully about how they organize their information so it doesn't sound like a list of facts. It has to be interesting for a reader.</li><li>• Remind students that in the previous lesson they had a Fact Frenzy to identify all the important facts about water. Display the <b>What We Want People to Know about Water on Earth anchor chart</b>. Show students that the facts on this anchor chart are what they came up with in the previous lesson. Read the second learning target: "I can identify the most important information to use in my paragraph."</li><li>• Tell students you are going to use the information they came up with in the previous lesson to write a paragraph that teaches a reader about water. Place one set of the <b>Fact Frenzy sentence strips</b> (precut) on the <b>document camera</b>. Take 2 or 3 minutes for students to think aloud. Tell them to listen for how you are choosing your facts:</li><li>• "Let's see, I could teach my reader about where water comes from, or I could teach my reader all about the water cycle, but I want to teach my reader about how there isn't very much water. I know that I have to make it interesting to a reader. If I just grabbed all these facts and put them together, that wouldn't be very interesting to my reader and they wouldn't learn why water is so important."</li><li>• Continue: "I am going to have to choose the most important facts that I want to use, and then I will probably write some new sentences of my own to make it interesting. One thing I think a reader should know is that our water is the same water we have always had. So, I think I will use this fact: 'The same water that is on earth today is the same water from billions of years ago.' I think I also want to use the information about the water cycle so my reader knows why we have the same water. 'Water cycles through a process of precipitation, evaporation, and condensation.' While it might seem like we have a lot of water, we don't have a lot of drinking water. Water covers 70 percent of the earth. 'Only a small part of earth's water is drinkable.' This way I am teaching my reader how important water is because there isn't very much of it."</li><li>• Pause and ask students:<ul style="list-style-type: none"><li>* "How did I select my facts? What did you see me think about?"</li></ul></li><li>• Give students a minute to think and talk with a partner about what they noticed in your think-aloud.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Then use equity sticks to have one or two students share. Listen for: “You thought about what you wanted to teach your reader first and then you chose your facts.”</li><li>• Place students in partnerships. Distribute the Fact Frenzy sentence strip sets (one per pair). Tell students:<ol style="list-style-type: none"><li>1. “You are first going to practice doing just what WAS MODELED, choosing the most important facts you want to use for your writing.”</li><li>2. “Then you are going to talk with your partner about what you would want to teach your reader about water and select Fact Frenzy facts that support your ideas.”</li></ol></li><li>• Tell students that partners might have the same idea about what to teach their reader, or they might have a different idea. Either is fine. If partners want to choose the same fact from the frenzy, that’s OK; they should just put it between them so each person can see it. Answer clarifying questions as needed.</li><li>• Release students to take 5 minutes to talk together and work with the strips:<ul style="list-style-type: none"><li>* “What do you want to teach your reader?”</li><li>* “Which facts will match what you want to teach?”</li></ul></li><li>• After 5 minutes, focus their attention back to the document camera. Tell students it’s OK if they didn’t quite finish choosing their facts because they are going to have time to continue thinking and writing. Tell them you are going to demonstrate what you did after you selected your facts to teach your reader. Remind students that you knew you couldn’t just string these facts together or the reader wouldn’t be able to follow what you wanted to teach them.</li><li>• Display the <b>model paragraph: Water on Earth</b>. Say something like: “So, once I decided what I wanted to teach my reader and chose my facts, I knew I had to put it together into a paragraph that made sense. Let’s read this paragraph. I underlined the sentences from the Fact Frenzy. You will notice that there are sentences that aren’t underlined. As we read this, look at how I used my facts. Look also at how I crafted a bold beginning to hook my reader.”</li><li>• Read the paragraph aloud. Ask students:<ul style="list-style-type: none"><li>* “What did you notice about my paragraph? How did I use the facts to help me write my paragraph?”</li></ul></li><li>• Give students 1 minute to think and then talk with a partner.</li><li>• Use equity sticks and call on a few students to share out. Listen for students to point out that the facts aren’t just listed, that there are new sentences to make the facts make sense. Guide students to identify that there is a topic and concluding sentence.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Teaching Our Reader; Writing about Water (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that they are now going to write their own paragraph to teach their reader about water. Distribute the <b>Water on Earth Paragraph recording form</b>. Give students a moment to review the directions with a partner. Answer any clarifying questions as needed.</li><li>• Release students to write their paragraph. Encourage students to sit with the same partner they sat with during guided practice. This can provide support for students as they write. As students write, circulate and confer with them. Support them by asking questions such as:<ul style="list-style-type: none"><li>* “What do you want to teach your reader about water on earth?”</li><li>* “If that’s what you want to teach your reader, what facts do you think you will use?”</li><li>* “What else are you going to add to your paragraph so it isn’t just a list of facts?”</li></ul></li><li>• Pull smaller groups together who might be struggling and who are trying to teach their reader the same thing, and have them talk to each other about the facts they are using and what they want to add. Guide them to confer with each other and identify what they are going to write next. Provide suggestions such as: “I notice that you want to teach your reader about the water cycle. Your reader might need a little more information about the water cycle than just precipitation, condensation, and evaporation. Can you talk together to think of a sentence that might describe those words and what they do?”</li><li>• Invite students to bring their writing back to the whole group area.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing Our Paragraphs (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Use equity sticks to determine triads. Ask students to sit in their triads facing each other. Give them time to share their paragraphs with their triad.</li></ul>	<ul style="list-style-type: none"><li>• Provide struggling learners with extra time to read their paragraph themselves before they read aloud. Have them stop writing a minute or two early and reread their writing so that they are ready to share.</li></ul>
<p><b>B. Reflecting on Our Writing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• After students have shared their paragraphs, focus students' attention back together. Ask them to think about what they heard in the paragraphs:<ul style="list-style-type: none"><li>* "How did we make our writing more than just a list of facts?"</li></ul></li><li>• Give triads a moment to talk to each other. Then invite one or two students to share their thinking.</li><li>• Offer specific positive feedback about what you noticed about their writing or their process today. Tell students that they are going to revisit this paragraph again as they continue to learn more about water.</li><li>• Collect students' paragraphs to informally assess.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book and complete your <b>Independent Reading recording form</b>.</li></ul> <p><i>Note: Review students' water paragraphs with the <b>Water on Earth paragraph criteria</b>. Provide comments for students. Comments should focus on the quality of facts that students selected for their paragraph, whether or not they connect together in a way that makes sense to a reader. Look to see that students have both a topic sentence and a concluding sentence; make comments or suggestions if they are lacking those. Comment on students' use of conventions; note any necessary instruction based on common errors. Save this writing. Students will review their writing and your feedback in Lesson 11.</i></p>	



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## Supporting Materials



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**Model Paragraph:**

Water on Earth

When you look down at the earth from space, you see a whole lot of blue. The surface of the earth is made up of almost 70 percent water. Even though our earth is made up of that much water, we won't ever get more of it. The same water that is on earth today is the same water from billions of years ago. That's because our water falls from the sky and goes back up again in something called the water cycle. Water cycles through a process of precipitation, evaporation, and condensation. Water is important because there will never be new water on earth.



**Water on Earth Paragraph**  
Recording Form

Write a paragraph that teaches your reader what you want them to know about water on earth. Use facts from our Fact Frenzy to support your ideas. Be sure to include in your paragraph:

- A topic sentence
- Facts about water that support what you are teaching your reader
- A concluding sentence
- Accurate spelling and grammar



Water on Earth Paragraph Criteria

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can write a paragraph that teaches my reader about water on earth.

Criteria	Supporting Learning Targets	Teacher Feedback
<p><b>IDEAS</b></p> <p><b>(CONTENT AND ANALYSIS)</b> The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text.</p> <p><b>(COMMAND OF EVIDENCE)</b> The extent to which the essay presents evidence from the provided text to support analysis and reflection.</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, two categories were merged together</i></p>	<p>I can identify what I want to teach my reader about water.</p> <p>I can choose the most important facts to use to teach my reader about water.</p>	
<p><b>ORGANIZATION</b> <b>(COHERENCE, ORGANIZATION, and STYLE):</b> The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>	<p>I can use a topic sentence to clearly teach my reader about water.</p> <p>I can use a concluding sentence to wrap up my writing.</p>	



Water on Earth Paragraph Criteria

Criteria	Supporting Learning Targets	Teacher Feedback
<b>CONVENTIONS</b> <b>(CONTROL of CONVENTIONS):</b> The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	I can use conventions to send a clear message to my reader.  I can use beginning and ending punctuation.	



Independent Reading Recording Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Book:	
Pages Read:	

Read your independent reading book. Follow the direction in each section.  
Just as we have done when reading *Peter Pan*, 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