



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 3

Asking and Answering Questions about *One Well*, “People at the Well” (Pages 16 and 17), Part 1



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “People at the Well.”
- I can answer questions using specific details from “People at the Well.”
- I can document my learning by taking notes about how people use water.

Ongoing Assessment

- Asking and Answering Questions recording form



| Agenda | Teaching Notes |
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| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: The Word for a Person Who Searches Again and Again (8 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Reading and Answering Questions about “People at the Well” (20 minutes)Initial Questions (10 minutes)Reading Closely to Answer Questions (15 minutes)Closing and Assessment<ol style="list-style-type: none">Adding to the New Anchor Chart: Researching Text Anchor Chart (5 minutes)Homework<ol style="list-style-type: none">Research the ways water is used in your family and neighborhood. Write a list of all the ways that you see people using water.Remind students to bring in their gallon container. | <ul style="list-style-type: none">Throughout Module 4, there is less scaffolding: Students access text with greater independence (moving them toward RI.3.10). Having students work independently with a text first will give you a chance to assess their ability to read the text on their own and to access the strategies you have been developing throughout the year.This lesson reintroduces students to the concept of research. Throughout the remainder of the unit, students ask their own questions and read in part to research the answers to these questions. Later in the module, students will use this research to educate others about water.In Lessons 3–6, students conduct their research through <i>One Well</i>. In later lessons in the unit, students use additional sources.In Lessons 3–6, students discuss their reading in pairs. For this text, pair students heterogeneously but not at extreme ends of the range, so that students can support each other with text as needed. Based on the level of any ELLs, decide whether to partner these students with native speakers or students who speak their home language. Consider leaving partners/groups the same for all three lessons.The text that students read in this lesson offers rich opportunities for math connections. During another part of the day, consider reviewing percentages and/or liter/gallon measurements.For homework in Unit 1, Lesson 13, students were asked to bring a gallon jug. If students have not yet begun to bring these in, make sure that you have at least one jug for this lesson. You will use these jugs in Lessons 3–5.In advance: If possible, copy the vocabulary flash cards on stiff card stock; cut them apart. |



| Lesson Vocabulary | Materials |
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| search, researcher, initial, location; societies, chemicals, agriculture, industry, livestock, produce | <ul style="list-style-type: none">• Power Words/Water Words anchor chart (from Unit 1, Lesson 2)• Document camera• Prefix/Root/Suffix chart• Word list (one per pair)• Vocabulary flash cards (one set per pair)• <i>One Well</i>, “People at the Well” (pages 16 and 17)• Gallon container• Asking and Answering Questions recording form (blank; one to display)• Asking and Answering Questions recording form—with questions (one per student and one to display)• Researching Text anchor chart (new; teacher-created)• Equity sticks |



| Opening | Meeting Students’ Needs |
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| <p>A. Engaging the Reader: The Word for a Person Who Searches Again and Again (8 minutes)</p> <ul style="list-style-type: none">• Tell students you want them to get a picture in their heads of the word <i>search</i>. Ask for volunteers to stand and act it out.• Ask:<ul style="list-style-type: none">* “What did you see our volunteers doing when they were searching?”• Give students time to think, and then call on a few volunteers. Listen for ideas like: “They were looking closely,” or “They were looking carefully.” Add <i>search</i> to the power words portion of the Power Words/Water Words anchor chart.• Using a document camera, project the Prefix/Root/Suffix chart. Say:<ul style="list-style-type: none">* “With a partner, see if you can use one prefix (start of a word) and one suffix (word ending) along with the root word <i>search</i> to make a word that means ‘a person who looks carefully again and again.’”• Give students 2 minutes to work together and then ask a number of pairs to share their words. Write each word you hear without comment (even if it doesn’t make sense). Put a check next to the word each time you hear it. Likely, the word <i>researcher</i> will have the most checks. Add <i>researcher</i> to the power words portion of the Power Words/Water Words anchor chart.• Ask:<ul style="list-style-type: none">* “Who would like to explain how they know that <i>researcher</i> means ‘a person who looks carefully again and again?’”• Give students time to think, and then call on few students to respond. Listen for ideas like understanding of “re-” as “something that happens over and over” (from the lesson on recycling water) or that “-er” means “a person who” (like a teacher is a person who teaches).• Then invite students to share with their partners:<ul style="list-style-type: none">* “What kinds of things do people research?”• After partners have a chance to share, ask for a few volunteers to share their answers. Listen for ideas like: “When they are buying something big,” “When they are making an important decision,” etc. Tell students: “Readers become researchers when they start to ask questions that make them look carefully at information again and again in order to learn more about a topic.” | |



| Opening (continued) | Meeting Students’ Needs |
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| <p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to read the targets to themselves. Tell students that as in Unit 2 when they researched frogs, they are now going to research water. Then ask them to share with a partner:<ul style="list-style-type: none">* “What skills are you going to use as a researcher today?”• After partners share, ask for a volunteer. Affirm that like researchers they will be reading closely, asking and answering questions, and keeping notes that they can use later. Tell students that in the next few lessons they will be doing most of their research from <i>One Well</i>. In future lessons they will have the opportunity to conduct research from additional sources. | |



| Work Time | Meeting Students’ Needs |
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| <p>A. Reading and Answering Questions about “People at the Well” (20 minutes)</p> <ul style="list-style-type: none">• Tell students that in a few minutes they are going to have a chance to read one section of <i>One Well</i> called “People at the Well.” Tell them that there are a number of words in this text that they may not be familiar with. Tell students that you have made a word list of these words. Distribute the list and read it together.• Then tell students that to help them out, you also made vocabulary flash cards for each pair with the definition of these words on them. It will be up to them to figure out which words from the word list match the definitions on the flash cards. Suggest that they lay out the flash cards and the word list so that they are easy to see while they are reading.• Distribute One Well. Focus students on pages 16 and 17: “People at the Well.” Point out a place in the text where it gives the gallon equivalent in the text (e.g., 49 U.S. gal.). Hold up the gallon container. Explain that this is a gallon, so if the text says “49 U.S. gal.,” it means it takes 49 of these.• Tell students that they will have about 10 minutes to do the following:<ol style="list-style-type: none">1. Whisper read the whole text with your partner.2. Go back and search for the words on the word list.3. When you find a match between a word on the list and the vocabulary flash card, write that word neatly and spelled correctly on the front of the card.4. It’s OK if you don’t complete all the cards before time is up.• Invite students to begin. Circulate and observe as they read. Give support with decoding only when absolutely necessary. If students need support with the vocabulary, consider directing them to the paragraph where the word can be found. Be sure to check the flash cards for correct definitions as you circulate.• If students finish early, they should keep working on the flash cards, illustrate the definitions, or quiz each other.• Call students together. Review the words and definitions, then ask:<ul style="list-style-type: none">* “How did you figure out which definitions went with which words?”• Give students 1 minute to think. Then call on volunteers to respond. Listen for ideas such as: “using the pictures,” “reading words around it,” or “substituting a word from the definition.” | <ul style="list-style-type: none">• If students need additional support with vocabulary, use one or more of the following strategies: Indicate the paragraph where the words can be found to show the definition, give students a limited number of words to look for at a time, and/or add an icon/visual representation of each word on the word list. |



| Work Time (continued) | Meeting Students’ Needs |
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| <p>B. Initial Questions (10 minutes)</p> <ul style="list-style-type: none">• Project the Asking and Answering questions recording form (blank). Tell students that as they research water during the rest of this unit, they are going to use this recording form to keep track of their questions and answers. Ask students to look carefully at the recording form and then to share what they think they will do with it. Give students a moment to think.• Cold call students to respond. Listen for ideas like: “Ask questions and then try to find the answers in the book.” Affirm that not only will students find the answers in text, they will also record the <i>location</i> of the answers. Focus students on this column. Then direct students to the word <i>initial</i>. Tell them that <i>initial</i> means “first.” So this means that they will come up with their first questions before they even read the text. Add the words <i>initial</i> and <i>location</i> to the Power Words section of the Power Words/Water Words anchor chart.• Display Asking and Answering questions recording form-with questions on the document camera. Call on volunteers to read these questions aloud. Tell students that before you read the text, you looked briefly at the two pages and came up with these two questions. Project <i>One Well</i>, “People at the Well” (pages 16 and 17). Ask:<ul style="list-style-type: none">* “Why do you think I thought I could find the answer to that question in this text?”• Give students a moment to think, and then call on volunteers. Listen for ideas like: “the title” or “the pictures.” Add these ideas to the Asking Questions section of the new Researching Text anchor chart. | |



| Work Time (continued) | Meeting Students’ Needs |
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| <p>C. Reading Closely to Answer Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that in future lessons, they will have a chance to come up with their own initial questions. Today they will use your questions and search for answers, just as they searched the text for the definitions of words.• Draw students’ attention to the displayed Asking and Answering Questions recording form—with questions. Point out Part 2 of the form. Tell students that the first thing they will do is search for a key detail that answers this question. Direct students to the fourth paragraph (“The remaining 69% ...”). Ask them to talk with their partner and determine what they would write in the Key Detail box. Encourage students to give a silent signal when they have an answer.• When most students have given the silent signal, pull an equity stick to select a student to share out with the whole group. Listen for an answer like: “Sixty-nine percent of water is used for agriculture” or “People use water to grow food and to give to farm animals.” Write in the Key Detail box: “69% = agriculture (grow food, raise animals).”• Then point out the column labeled Location. Remind students that they are going to write down where they found the answer or where it was located in this box. Write “¶ 4.”• Distribute an Asking and Answering Questions recording form—with questions to each student. Tell students that they will have about 10 minutes to work with their partners to find additional key details to answer the first question and to answer the second question. Tell them not to worry about the New Questions column yet.• Circulate as students work. As needed, support them in condensing their key details and accurately naming the location. For the fact boxes, suggest that students label these by color (e.g., purple box).• Note: Students will use these recording forms in Lesson 4 as well. Either collect the forms or have students put them in an appropriate place. | |



| Closing and Assessment | Meeting Students’ Needs |
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| <p>A. Adding to the New Anchor Chart: Researching Text Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Commend them for their good work on this new recording form. Ask: “What have you discovered so far about searching the text for answers to questions?”• Give them time to think, then call on a volunteer. Listen for ideas like: “Read the fact boxes next to the picture the question is about” and “Get the gist of each paragraph and see if it answers the question.” Add these ideas to the Answering Questions section of the Researching Text anchor chart. | |
| Homework | Meeting Students’ Needs |
| <ul style="list-style-type: none">• Research the ways water is used in your family and neighborhood. Write a list of all the ways that you see people using water.• Remind students to bring in their gallon container. | |



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Supporting Materials



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Prefix/Root/Suffix Chart

| | search | -er |
|--|--------|-----|
| | | -es |
| | | -ly |




Word List

Agriculture
Chemical(s)
Industry
Livestock
Produce
Society/Societies



Vocabulary Flash Cards

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Make | Useful, man-made products that make can water dirty |
| A group of people; a community | Businesses that grow plants and raise animals for food |
| Horses, cows, sheep, and other useful animals that are raised for food, materials (like wool), or for work  | Businesses that make things, like factories that make milk or cars |



Researching Text Anchor Chart
For Teacher Reference - Adapt Based on Student Responses

Note: You will continue to build this anchor chart and use it through the end of the unit. To support the organization of information on this anchor chart, consider including the following bolded headings.

Researching Text

Asking INITIAL questions

Think about the topic, then ...

- Read the title.
- Look at the pictures.

Answering questions

Read the fact boxes next to the picture the question is about.

Get the gist of each paragraph and see if it answers the question.

Asking NEW questions

(nothing for this lesson)

How does asking and answering questions about text help researchers?

(nothing for this lesson)



Asking and Answering Questions
Recording Form

Text: _____

| Part 1 | Part 2 | | |
|---------------------|---------------------------|---------------|---------------------------|
| My Initial Question | Key Details from the Text | Text Location | New Questions or Thinking |
| | | | |
| | | | |
| | | | |
| | | | |



Asking and Answering Questions
Recording Form—with Questions

Text: _____

| Part 1 | Part 2 | | |
|--------------------------------------------------|---------------------------|---------------|---------------------------|
| My Initial Question | Key Details from the Text | Text Location | New Questions or Thinking |
| How do people use water? | | | |
| What do animals like cows have to do with water? | | | |
| | | | |
| | | | |



Asking and Answering Questions

Recording Form—with Questions – Answers For Teacher Reference

Text: _____

| Part 1 | Part 2 | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| My Initial Question | Key Details from the Text | Text Location | New Questions or Thinking |
| How do people use water? | <ol style="list-style-type: none"> 69% = agriculture (grow food, raise animals) At home: baths, cooking, drinking, etc. 21% = making things we use (industry) It takes a lot of water to make a glass of milk or fast-food lunch | <ol style="list-style-type: none"> ¶ 4 ¶ 2 and blue boxes ¶ 3 and yellow box Purple and pink boxes | |
| What do animals like cows have to do with water? | 49 gallons of water = one glass of milk | Purple box | |
| | | | |