



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 5

Asking and Answering Questions about *One Well*, “Access to the Well” (Pages 20 and 21)



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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 “Access to the Well.”
- I can answer questions using specific details from “Access to the Well.”
- I can document my learning by taking notes about how people access water.

Ongoing Assessment

- Back-to-Back, Front-to-Front protocol
- Asking and Answering Questions recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Where Do You Get Water? (3 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Asking Our Initial Questions (8 minutes)Reading and Answering Questions about “Access to the Well” (20 minutes)Answering Questions and Finding Important Details (17 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing: Listing Important Details about Access to Water (5 minutes)Adding to the Researching Text Anchor Chart (5 minutes)Homework<ol style="list-style-type: none">Take your gallon container home. Fill it up with water. Set a timer or keep checking the clock for 15 minutes and walk around with your container. (For an added challenge, fill up two containers!) As you walk, think: What is it like to carry the container?Continue reading your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">This lesson follows the same pattern as Lessons 3 and 4. (Lessons 3 and 4 are at a slower pace to teach the recording form.)Students should be in their same pairs from Lessons 3 and 4.The text that students read in this lesson offers rich opportunities for math connections. During another part of the day, consider reviewing fractions, large numbers (how much is a billion?), bar graphs and pictograms. Consider a “close reading” of the graph on page 21 during math.The homework asks students to do the physical task of carrying a gallon of water for 15 minutes. If you have students with physical disabilities who may not be able to do this, please make an appropriate modification, such as limiting the time, decreasing the amount of water carried (perhaps to nothing), changing the type of movement (e.g., just standing or sitting instead of walking), or doing another repetitive activity for 15 minutes. Even students who do not do the physical activity should complete the writing, as it will be used in the Opening of Lesson 6.In advance: Find a 10 liter (2.6 gallon) bucket.



Lesson Vocabulary	Materials
document (v); access/accessible, distribution/distributed	<ul style="list-style-type: none">• Timer or stopwatch• Researching Text anchor chart (from Lessons 3 and 4)• Asking and Answering Questions recording form (one per student)• <i>One Well</i> “Access to the Well” (pages 20 and 21)• Document camera• 10 liter/2.6 gallon bucket• Access to Water anchor chart (new; created by students in Closing and Assessment A)• Large sticky note (one per pair)• Equity sticks• Gallon containers (from Lessons 3 and 4)• Homework (one copy per student)• Independent Reading recording form (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Where Do You Get Water? (3 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to play a game to warm up their brains for this text. Tell them that for this game you are going to give them a question. Explain that you when you share the question with them you would like them to think first, remaining silent. Then, when you give a signal (say go or raise your hand), they should call out as many answers as they can in one minute. Tell them that you will write these answers on the board. Explain that the goal of the game is to come up with as many answer to the question as possible in a minute.• Give students the following question:<ul style="list-style-type: none">* “Where do you get water?”• Give students a few moments to think. Then set a timer for 1 minute or give a student a stopwatch and signal the start of the game.• Without commentary, record the ideas that the students call out. When time is up, congratulate students on their list and their teamwork. Say: “You are very lucky. You have a lot of ways to <i>access</i> water.” Remind students that <i>access</i> means “able to use or get.” Give an example of the variant accessible: “Water is very <i>accessible</i> for you.”	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Refer students to the learning targets. Say: “Today you will research ‘Access to the Well.’ As you read, you will pull together the skills you learned in the past two lessons to ask your own questions, find the answers, and document your learning by taking notes. This will help you to use this information to deepen your understanding and educate others.”	



Work Time	Meeting Students’ Needs
<p>A. Asking Our Initial Questions (8 minutes)</p> <ul style="list-style-type: none">• Refer to the Researching Text anchor chart. Remind students of some of the strategies they can use to ask their initial, or first, questions.• Distribute the Asking and Answering Questions recording form.• Note: do not distribute students’ texts yet.• Briefly display pages 20 and 21 of <i>One Well</i> on the document camera and read the title. Then turn off the camera and ask students to complete Part 1 of their recording form.• When students have stopped writing questions, ask them to draw a line under their last question. This will help you to evaluate which question students generated before reading. Ask students to set aside their recording forms.• Then give them their <i>One Well</i> book.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading and Answering Questions about “Access to the Well” (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will have about 8 minutes to whisper read the text with their partner. Tell them if they come across an unfamiliar word to use its context, or the words and ideas nearby, to try to figure it out. If students finish early, tell them that they can reread difficult or unfamiliar words and talk more about them. • Circulate and observe students as they read. Give support with decoding only when absolutely necessary. • Call students together in the whole group area and ask them to sit with their partners. Project the text on the document camera. As you ask each question, indicate the part of the text you are referring to. • Refer to the second paragraph and the word <i>distribution</i>. Tell students: “A few minutes ago you <i>distributed</i> the books and papers.” Remind students that as with the words <i>evaporation</i>, <i>precipitation</i>, and <i>condensation</i>, “-tion” means “the act of.” • Ask: <ul style="list-style-type: none"> * “If <i>distribution</i> is the act of distributing, how could you say the first sentence of Paragraph 2 in your own words?” • Have students Pair-Share. Listen in and share a few strong examples you hear. (e.g., “Although the amount of water on earth is always the same, the way it flows across the world isn’t.”) • Ask: <ul style="list-style-type: none"> * “What affects the distribution of water?” • Give students time to Pair-Share then cold call partners to respond. Be sure students reference the text. Listen for ideas like: “the amount of rain that falls” or “the amount of water in lakes, streams, and aquifers.” • Then ask: <ul style="list-style-type: none"> * “How might distribution affect access?” • Again, give students time to Pair-Share. Then cold call partners to respond. Be sure students refer to the text. Listen for ideas like: “In places where there is not a lot of water from rain and in lakes, people may not be able to get clean water, or they may have to walk a long way to get it.” If students struggle with the relationship between distribution and access say: “Imagine that you got your water from a well or a lake and it dried up. How would you get water?” • Refer to the chart on page 21. Ask: <ul style="list-style-type: none"> * “How many buckets of water does one person in the United States use each day?” • If needed, remind students that the United States is in North America. Select a volunteer to respond. (The answer is 55 buckets.) 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text. • If some students have not yet mastered the speaking and listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversation skills. • When working on questions with the whole class, use a variety of strategies to keep students engaged and ensure they are thinking, such as Think-Pair-Share, cold calling, wait time, silent thumb signals, white boards, etc. If using white boards, you might rephrase some questions to allow students to draw their answers.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Invite students to continue to focus on that chart. Ask: <ul style="list-style-type: none"> * “How many buckets of water does one person in Ethiopia use each day?” • Select a volunteer to respond (1 bucket). Help students understand this by displaying a 10 liter/2.6 gallon bucket. • Finally, ask: <ul style="list-style-type: none"> * “Why do you think people in Ethiopia use so much less water than people in the United States?” • Give students time to Pair-Share. Then cold call partners to respond. Be sure students refer to the text. Listen for ideas about access to water: “Water must be hard to get in Ethiopia. Here it comes from the faucet.” And on distribution: “It must not rain a lot in Ethiopia. In a lot of places in the United States, it rains a lot. There are a lot of lakes and rivers.” Consider noting for students that even in areas of the United States where there isn’t a lot of rain, people still have access to water. There are lakes to store water called reservoirs and pipes that take the water out of lakes and to water-treatment facilities that clean the water so it comes to your pipes safe and ready to use. 	<ul style="list-style-type: none"> • Consider posting text-dependent questions that are asked to the class orally to support visual learners.
<p>C. Answering Questions and Finding Important Details (17 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention again to the Researching Text anchor chart. Refer to the sections “Answering questions” and “Asking NEW questions.” Remind students that as they complete Part 2 of the Asking and Answering Questions recording form, they should use the skills listed on the anchor chart. • Remind students that sometimes they will have new questions they can answer with details from the text; other times there may be important details in the text that do not connect to their questions. They should be sure to record these details, too. • Invite students to take 15 minutes to complete Part 2 of their Asking and Answering questions recording form independently. • Circulate as students work and provide support as needed. 	<ul style="list-style-type: none"> • If students struggle to complete Part 2 of the recording form, consider one of the following: 1) have students work with a partner, 2) highlight questions for the students to find details to support, 3) give students a location to look for details that will answer their question, 4) give students a location they should use to find details (e.g., Paragraph 3), or 5) provide students with a recording form that already has the questions on it.



Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing: Listing Important Details about Access to Water (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask students to quickly find a new partner. Tell students to each share one important detail they learned about accessing clean water and then to decide on which detail they want to add to the Access to Water anchor chart.• Tell students that when they know their detail, to give you the silent signal and you will bring them a large sticky note to write their detail on. As students finish writing their details, ask them to add them to the anchor chart. Select a few important details to read aloud to the class. Be sure to point out why some details are particularly important and how they will help others really understand about the importance of access to water. Continue to distinguish between just “interesting” details and “important” details that help researchers understand the big ideas of a topic more fully.	<ul style="list-style-type: none">• Mixing partners for the sharing serves two primary purposes: 1) to support the possible sharing of new information, and 2) to give students an opportunity to work with someone new. If your class does not easily pair, either have students share with their existing partner or predetermine pairs.
<p>B. Adding to the Researching Text Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “How does asking and answering questions about a text help researchers?”• Give students a moment to think, and then ask them to share their thoughts with their partner from the previous activity.• After students have shared, use equity sticks to select a few students to share. Record ideas on the Researching Text anchor chart.• Explain the homework.	<ul style="list-style-type: none">• Post the question or refer to it on the anchor chart to support visual learners.• Provide a sentence frame to support ELLs.



Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Take your gallon container home. Fill it up with water. Set a timer or keep checking the clock for 15 minutes and walk around with your container. (For an added challenge, fill up two containers!) As you walk, think: What is it like to carry the container? If you had to walk to water and carry it back a few times every day, what else might you NOT have the time or energy to do? What would this be like if it was hot, cold, rainy, or windy? When you are done, set a timer again and write a story about your experience for 15 minutes on the homework sheet provided.• Continue reading your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">• The homework asks students to do the physical task of carrying a gallon of water for 15 minutes. If you have students with physical disabilities who may not be able to do this, make an appropriate modification, such as limiting the time, decreasing the amount of water carried (perhaps to nothing), changing the type of movement (e.g., just standing or sitting instead of walking), or doing another repetitive activity for 15 minutes. Even students who do not do the physical activity should complete the writing, as it will be used in the opening of Lesson 6.



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Supporting Materials



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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
For Teacher Reference

Note: The first and fourth columns are likely to vary greatly. Look for key details from the text (aligned to appropriate questions) and accurate text locations. If a student has a reasonable question that the text did not address, this is not a problem. In that case, the student should not write anything in the boxes for Part 2.

Text: **“Access to the Well”**

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
What does it mean to have access to the well?	You can turn on the tap to get water. You have water to meet your needs.	Paragraph 1	What happens when people don't have access to water?
Who has access to the well?	People in North America have the most. 1/5 of the world's population does not have enough water. 300 million people in Africa don't have enough water.	Graph Paragraph 3 Beige fact box	Why do some people have more access to water than others?
What happens when people don't have access to water?	1 billion people have to walk 15 minutes or more to get water.	Paragraph 1	What do people do when they don't have enough water? What do they go without? What happens when they run out?
xx	A billion people eat fish for protein	Green box	What will happen to the fish and the people who eat them if we use up the water making other things?



Researching Text Anchor Chart

For Teacher Reference; Adapt to Suit, Based on Student Responses

Note: Students started building this anchor chart in Lesson 3. In this lesson, they add information to the last section.

Researching Text

Asking INITIAL questions

Think about the topic, then ...

- Read the title.
- Look at the pictures.

Answering questions

(From previous lesson)

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

(Answers will vary)

Ask questions that take your thinking deeper. Avoid silly questions or “how come” questions.

How does asking and answering questions about text help researchers?

(Probably not addressed in this lesson; may come up in the closing)



Homework

Name:

Date:

1. Take your gallon container home. Fill it up with water. (For an added challenge, fill up two containers!)
2. Read these questions:
 - What is it like to carry the container?
 - What would it be like if it was hot, cold, rainy, or windy?
3. If you had to walk to water and carry it back a few times every day, what else might you NOT have the time or energy to do?
4. Set a timer or keep checking a clock for 15 minutes and walk around with one or two containers. As you walk, think about the questions.
5. Put your containers down and get ready to write about your experiences. Again think about the questions above. Imagine that you have to carry water every day. Write a story about your life. Be sure to refer to yourself as “I” (for example, “In the morning, when I walk to the well ...”).
6. When you are ready, set the timer for 15 minutes again. Write about these questions in the space below for the full 15 minutes.

Note: You just spent 30 minutes on this homework—the same amount of time it takes 1 billion people, or 16%, of the earth’s population to get to the nearest water supply and back. (*One Well*, p. 20.)



Independent Reading Recording Form

Name:

Date:

Title of Book:	
Pages Read:	

Read your independent reading book. Follow the direction in each section.
Use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

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

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

Words	I think this means