



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 6

Asking and Answering Questions about *One Well*, “Pollution in the Well” (Pages 24 and 25)



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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 “Pollution in the Well.”
- I can answer questions using specific details from “Pollution in the Well.”
- I can document my learning by taking notes about water pollution.

Ongoing Assessment

- Asking and Answering Questions recording form
- Homework from Lesson 5



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Circle Poem from Homework (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Quiz-Quiz-Trade (5 minutes)B. Asking Our Initial Questions (5 minutes)C. Reading and Answering Questions about “Pollution in the Well” (15 minutes)D. Answering Questions and Finding Important Details (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing: Listing Important Details about Pollution (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread “Pollution in the Well” and answer the questions.B. Research things you can do to prevent water pollution.	<ul style="list-style-type: none">• Students should be in their same pairs from Lessons 3–5.• In the Opening of this lesson, students create a “circle poem” to review last night’s homework. Students will not publish these poems; however, consider extending this activity to create a formal piece of writing that documents their learning.• In advance: Prepare Quiz-Quiz-Trade cards. You will need one card for each student. Copy cards on card stock. Cut them apart and fold so that the words and definitions are back-to-back. You may choose to make your own cards with the definitions commonly used in your classroom or to add additional cards. Students could also use their flash cards from Lesson 3.



Lesson Vocabulary	Materials
<p>habitat, species, wildlife</p> <p>From earlier in Unit 2: pollution, pollute (Lesson 1); chemicals, agriculture, industry, livestock, produce, society/societies (Lesson 3)</p> <p>From Unit 1: runoff, evaporate, precipitation</p>	<ul style="list-style-type: none"> • Quiz-Quiz-Trade cards (one card per student) • Power Word/Water Words anchor chart • Asking and Answering Questions recording form (one per student) • <i>One Well</i>, “Pollution in the Well” (pages 24 and 25) (book; one per student) • Document camera • Water Challenges anchor chart (new, created by students in Closing and Assessment A) • Large sticky note (one per pair) • Homework (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Circle Poem from Homework (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to review their homework and to underline the most powerful sentence they wrote. Call students together. Tell them they are going to create a “circle poem.” • Invite students to stand in a circle with their papers. Explain that each student will each read just his/her one sentence, in order to create a class poem. • Select a student to begin. • After students complete this circle poem, ask a few volunteers to share their experiences with the homework or the poem. 	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Call students together with their partners. Refer the students to the learning targets. Tell them that just as they have done in the previous lessons, they will read a new text and take note as they ask and answer questions. In today’s lesson they will research “Pollution in the Well.” 	



Work Time	Meeting Students’ Needs
<p>A. Quiz-Quiz-Trade (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to play a round of Quiz-Quiz-Trade to review some of the words that are in the text they will be reading today.• Remind the class how to play. Say:<ul style="list-style-type: none">* “I am going to give each of you a card. Show the word on your card to a partner. Your partner will tell you the definition. It’s OK if your partner doesn’t get it exactly right. You can help by sharing the definition on the back of the card. Then the other partner tells a definition. Once you have both had a turn, trade cards and find a new partner.”• Pass out one Quiz-Quiz-Trade card to each student. Give students 4 to 5 minutes to quiz and trade.• After students have engaged in the activity for 4 to 5 minutes, gather the students together. Ask:<ul style="list-style-type: none">* “Did you notice any words we have not talked about before?”• Confirm that <i>wildlife</i> and <i>habitat</i> are words that are not yet on the Power Words/Water Words anchor chart, but that they may remember them from “River to the Sea”. Add wildlife and habitat to the Power Words section of the anchor chart.	<ul style="list-style-type: none">• For Quiz-Quiz-Trade, consider pairing ELLs with a partner who speaks their home language.• 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.• Consider posting text-dependent questions that are asked to the class orally to support visual learners.



Work Time (continued)	Meeting Students’ Needs
<p>B. Documenting Other Important Details (17 minutes)</p> <ul style="list-style-type: none">• Distribute the Asking and Answering Questions recording form.• Briefly display pages 24 to 25 of <i>One Well</i> on the document camera and read the title. Turn off the camera and ask students to complete Part 1.• As students work, distribute the <i>One Well</i> books. Make sure students have written questions and have drawn a line under their last questions before giving them a book. This will help you to evaluate which questions students generated before reading. Ask students to set aside their recording forms.	<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.



Work Time (continued)	Meeting Students’ Needs
<p>C. Reading and Answering Questions about “Pollution in the Well” (15 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 that there may be some unfamiliar words and that they should try to figure them out from the words in the text. If students finish early, tell them they can reread difficult or unfamiliar words and talk more about them. • Circulate and observe students as they read. Give support only with decoding when absolutely necessary. • Draw the attention of students and their partners to the text on the document camera. As you ask each question, indicate the part of the text you are referring to. Ask the following questions to ensure that students comprehend the vocabulary in the text. • Ask a volunteer to read aloud the second sentence in Paragraph 2. Then ask: <ul style="list-style-type: none"> * “Which words are examples of chemicals? From the words in this sentence, what can you figure out about these chemicals?” • Give students time to Pair-Share, then cold call partners to respond. Be sure students are using examples from the text. Listen for ideas like: “Pesticides, fertilizers, and detergents are types of chemicals. I think they must come from the ground at farms since they are carried by runoff into lakes and rivers and the other example is about streets.” Note: It’s not essential that students can define each of these terms, only that they know they are chemicals carried across land and into water. • Ask a volunteer to read aloud the last two sentences of the third paragraph. Then ask: <ul style="list-style-type: none"> * “What does the phrase ‘threatens the health of many species and habitats’ mean? How could you explain this in your own words?” • Again give students time to Pair Share, then cold call partners to respond. Be sure students are using examples from the text. Listen for ideas like: “It means that water pollution can make the places animals live dirty and make the animals sick.” 	<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.
<p>D. Answering Questions and Finding Important Details (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to return to their Asking and Answering questions recording forms. Tell students that they will have about 15 minutes to complete Part 2 of the form. Remind them that there may be important details in the text that do not connect to their questions. They should be sure to record these details, too. • Circulate as students work and provide support as needed. After 10 minutes, give students a 5-minute warning. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing: Listing Important Details about Pollution (10 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask them to quickly find a new partner. Invite students to each share one interesting detail they learned about water pollution and then to decide which detail they want to add to the Water Challenges anchor chart. Tell students that when they know their detail, they should 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 to read aloud to the class.• Explain the homework.	<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.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread “Pollution in the Well” and answer the questions.• Research things you can do to prevent water pollution:<ul style="list-style-type: none">* Interview someone in your family. Ask them what they know about water pollution and what one thing they think we should do to help prevent water pollution.* Create or bring a visual to accompany their answer about the one thing they can do to prevent water pollution. <p><i>Note: Students will need One Well “Pollution in the Well” (pages 24 to 25) to complete Homework A. Students will share Homework B in the Opening of Lesson 7. If you are concerned that families/students may not have ideas about how they can help prevent water pollution, suggest that they work together to conduct Internet research on the topic or refer them to: http://www.northforkaudubon.org/conservation/local-preservation/80-10-things-you-and-your-family-can-do-to-prevent-water-pollution.</i></p>	



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Supporting Materials



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Quiz-Quiz-Trade Cards

Pollution	Dirt, chemicals, trash, and other things that make air, water, or land dirty
	Putting dirt, chemicals, trash, and other things into air, water, or land to make them dirty
	Water that runs downhill on its way to rivers, streams, etc.
Pollute	
Runoff	
Evaporate	Water vapor that rises into the air
Precipitation	Rain, snow, sleet, and other water droplets that fall from the sky
Habitat	The place where a plant or animal lives



Quiz-Quiz-Trade Cards

Wildlife	Wild animals
	A specific type of animal like snakes
	Useful, man-made products that can make water dirty
Species	
Chemical(s)	
Agriculture	Businesses that grow plants and raise animals for food
Industry	Businesses that make things like milk and cars in factories
Produce	Make something



Quiz-Quiz-Trade Cards

Society/Societies	A group of people; a community
Livestock	Horses, cow, sheep, and other useful animals that are raised for food, materials (like wool), or to work



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

Text: **“Access to the Well”**

Part 1		Part 2	
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
What causes water pollution?	<ul style="list-style-type: none"> • Chemicals go into the water from runoff. • Pollution from factories and cars goes into the air. • Pollution in the air can pollute rain and snow (acid rain/snow). 	Paragraph 2/text box	How can factories and cars make less pollution?
Why is pollution a problem?	<ul style="list-style-type: none"> • It makes people sick (80% of all illnesses are caused by pollution!). • It can hurt plants and animals. 	Paragraph 3	What happens when people get sick from dirty water?
x	The water cycle helps clean the earth’s water.	Paragraph 1	Why do some chemicals make acid rain and others get left behind? Which chemicals are the really bad ones? Do we have to use them?

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.



Homework

A. Reread “Pollution in the Well” and answer the questions.

Paragraph 3 explains problems caused by polluted water **except**:

- a. Many people get sick from using polluted water.
- b. Wildlife or animals get sick from polluted water.
- c. Polluted water can hurt habitats or the places where plants and animals live.
- d. Polluted lakes, streams, and shorelines look dirty and ugly.

2a. How can the movement of water through the water cycle **HELP** make water cleaner or less polluted?

- a. Everything is a lot cleaner after it rains.
- b. When water evaporates, dirt and chemicals are left behind.
- c. Runoff from backyards, city streets, and farms flows into lakes, rivers, and streams.
- d. Sometimes pollution mixes with precipitation and it turns into acid rain or acid snow.

2b. Where did you find the information to answer this question?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. The boxes with the illustrations

3a. How can the movement of water through **the land** and the water cycle make water pollution **WORSE**? (Hint: There may be more than one correct answer.)

- a. Everything is a lot cleaner after it rains.
- b. When water evaporates, dirt and chemicals are left behind.
- c. Runoff from backyards, city streets, and farms flows into lakes, rivers, and streams.
- d. Sometimes pollution mixes with precipitation and it turns into acid rain or acid snow.

3b. For each answer you selected, indicate the paragraph number or text box that supports your answer.

B. Research things you can do to prevent water pollution:

- Interview someone in your family. Ask them what they know about water pollution and what one thing they think we should do to help prevent water pollution.
- Create or bring a visual to accompany their answer about the one thing they can do to prevent water pollution.



Homework
For Teacher Reference

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Homework
For Teacher Reference

3b. For each answer you selected, indicate the paragraph number or text box that supports your answer.

The problem of dirty runoff (C) is described in Paragraph 2. The beige fact boxes with the illustration told about acid rain and snow (D).

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