



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 9

Continued Independent Research: The Challenges to Having Enough Clean Water for Everyone



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

I can conduct a research project to become knowledgeable about a topic. (W.3.7)

I can determine the main idea of an informational text. (W.3.2)

I can retell key ideas from an informational text. (W.3.2)

I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)

- a. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.

Supporting Learning Targets

- I can determine the meaning of unknown words using context clues and a dictionary.
- I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.
- I can identify key facts and details about my challenge topic.

Ongoing Assessment

- Asking and Answering Questions recording form, with text attached



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Finding Water and Power Words in Our Research (13 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Researching with Research Buddies (25 minutes)B. Adding Information to our Water Challenges Anchor Charts (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Gallery Walk of Anchor Charts (5 minutes)4. Homework<ol style="list-style-type: none">A. Choose to bring home one of the articles you have read about your research topic. Reread this text and complete the Vocabulary homework.	<ul style="list-style-type: none">• This lesson continues the research launched in Lesson 8. Students remain with their same research buddy within their research team, studying one of the three topics related to the challenges of having enough clean water for everyone (access, demand for water, pollution).• Note that students use a dictionary to determine the meaning of words they might not be able to figure out in context. This lesson assumes that students have had experience with using dictionaries as a resource. A brief model is provided, but if students need additional instruction about using a dictionary, adjust the lesson as needed.• In Lesson 2, students worked with sentence strips to support their writing. This structure is again used in this lesson as students build anchor charts about their specific research topic. This is an intentional structure, designed to support students' writing throughout the module.• In advance: Make any adjustments to the research process that you deem necessary based on students' work during Lesson 8. For example: plan a mini lesson to clarify concepts as a whole class, or pre-plan conferring with research buddies who may need more support.• Review Launching Research Teams (from Lesson 8, for teacher reference) to clarify any aspects of the research process recommended in these lessons.• Gather books from the Unit 2 Recommended Texts list again, for students who might finish reading their research texts early.• Gather: Water Challenges anchor charts (Pollution, Demand for Water, Access to Water)• In this lesson, students will add to the Water Challenge anchor charts. As in Lesson 2, students will do this by creating sentence strips and attaching them to the anchor chart. Again, the purpose of having strips instead of writing directly on the anchor chart is for future scaffolding. Struggling students, when they begin writing, can pull these sentences directly off the chart and manipulate them into a cohesive paragraph. Writing single sentences from their research onto the sentence strips also provides students with the ability to translate notes from text into their own words.• Review: Gallery Walk (see Appendix 1).• Post: Learning targets.



Lesson Vocabulary	Materials
(words in the lesson opening are to be determined by students)	<ul style="list-style-type: none">• Asking and Answering Questions recording form (one per student)• Asking and Answering Questions recording form (answers, for teacher reference)• Research Vocabulary recording form (one per student)• Student dictionaries (enough for research teams to access easily)• Research texts in folders: eight copies of each text (for Lessons 8, 9, and 10)• Water journal (for each individual student)• Independent research directions (from Lesson 8)• Water Challenges anchor chart• Blank sentence strips to add to Water Challenge anchor chart (8–10 strips per water research team)• Tape (one roll easily accessible for each research team)• Vocabulary Homework (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Finding Water and Power Words in Our Research (13 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group area and have them sit next to their research buddy. Tell them that today they are going to continue researching with their research buddies about their water challenge. Explain that before they begin their research today, they are going to spend some time thinking about the vocabulary that they might have come across in their reading.• Distribute students' Asking and Answering Questions recording form and accompanying text collected in the previous lesson.• Display the Research Vocabulary recording form. Explain to students that they likely came across some tricky words when they were reading their texts. Explain that these are important words to keep track of, and the first step they are going to take is to talk to their buddies about the "power words" and "water words" they might have seen in their text, and record them on this form.• Distribute the Research Vocabulary recording form to students. Students will need a pencil and a hard surface to write on. Ask students to work with their research buddy to review their text, looking for any power or water words that were tricky. Provide a quick model if necessary, but this work should be familiar to students.• As students are working, circulate and note the words they are recording. Specifically look for words that students might not have figured out the meaning of to highlight in a few moments.• After 5 minutes, pause students in their work. Ask students:<ul style="list-style-type: none">* "Did some of you identify a word in your research text that you couldn't figure out the meaning of?"• Invite students to put their thumb up if they had a word they weren't sure about. Select one student word to model for the class.• Using one of the student dictionaries, model for students how to use this resource to find the meaning of a word. Record this word and the definition on the displayed Research Vocabulary recording form. For example, a model could be "sediment." Say: "I know from the text that this has something to do with water, so I will put it as a 'water word.' Let's look in the S section, closer to the front of the S section because the next letter is E. Sediment: Matter that settles at the bottom of a liquid. Oh, so that's like all the mud at the bottom of the water."• Give students another 4 minutes to practice finding a word from their list in the dictionary.• After 4 minutes, pause students in their work and tell them that they will use this same recording form for homework tonight. Tell students that as they research, they can simply circle or highlight a word they are unsure of and talk about it with their buddy, but they don't need to record it just yet. They will go back to it later for homework.	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite one or two students to share the targets for today. Note that they are the same targets as the previous lesson.• Ask students to talk to their research buddy:<ul style="list-style-type: none">* “How were you able to meet these same targets in the previous lesson?”• Give students a moment to think and share together.• Then, invite one or two partnerships to share their thinking.	



Work Time	Meeting Students' Needs
<p>A. Researching with Research Buddies (25 minutes)</p> <ul style="list-style-type: none">Place students' research texts in folders at the tables. Return students' water journals and a new Asking and Answering Questions recording form.Tell students that today they will select a new text to read about their water challenge. Some students might have already begun a new text in the previous lesson. If so, tell them that they will simply continue with that text today.Remind students that they should look at their recording form from the previous day to remind themselves of their questions and of the text they selected. This will help them be thoughtful about the next text they might want to read. Give students a few minutes to preview their texts. Circulate around the tables. Help students select a new text.Once each pair of students has selected a text, ask them to review the independent research directions (from Lesson 8; in their water journal) to remind themselves of the process.Then refocus students whole group. Using thumbs-up, check for understanding of directions: thumbs-up if they are clear on next steps, thumbs-down if not. Scan the room and clarify any questions.As students read, circulate and confer with research buddies. Use information gathered in informal observations from the previous lesson to guide conferring. (See teaching note for suggestions.)Consider asking the following sorts of conferring questions:<ul style="list-style-type: none">* "Let's look at your recording for—what have you captured so far?"* "Are you finding new information about your challenge today? Is there anything similar to what you read about previously?"	<ul style="list-style-type: none">Note: The following suggestions appear in Lessons 8–10. These supports apply in each of these lessons as students continue with their research in each lesson.Guide struggling learners as they select texts.Support them in choosing from the texts supplied, or the texts you have gathered. They should choose ones that will be easier for them to navigate with features that are more obvious and support making meaning, and texts that are less complex and shorter.Once partnerships have selected a text, support struggling learners by having them read a smaller chunk of the text first and recording their key details.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If you see that students are struggling with a specific article, consider pulling a smaller group. Additionally, confer closely with struggling buddies. Whether conferring with a small group or research buddies, identify what they currently understand about the article and where they are struggling. Read aloud a small chunk of the text, connect, unpack vocabulary together, or connect them with another research buddy pair that read the same article in the previous lesson.• As in Lesson 8, the options for students who might finish early are:<ol style="list-style-type: none">1. Research buddies may select another text from the research folder to begin reading.2. They can each choose to read their independent reading book.3. They can each select a text from the recommended text list to read together or on their own.	<ul style="list-style-type: none">• Confer with these partnerships first during the research time. Provide support by guiding their work. Read a passage aloud and ask them to tell you the key details they heard. Direct them to write that down. Give them a focus question to think about as they read the next section on their own. This focus question should relate to the text they are reading, and help them to find information in the text.• Provide specific time periods for struggling learners within the 30-minute timeframe. For example, explain to students that in 10 minutes you are going to check on them again and they should be at a specific point in their reading, ready to talk about the details they have found.



Work Time (continued)	Meeting Students' Needs
<p>B. Adding Information to our Water Challenges Anchor Charts (15 minutes)</p> <ul style="list-style-type: none">• After 30 minutes, pause students in their work and focus their attention. Ask students to bring their recording forms and water journals to the whole group area and form a smaller circle with their research team.• Tell students that they are now going to add information to the Water Challenges anchor charts that the class started in Lesson 6.• Give each research team their anchor chart (place it in the middle of their small circle). Also give each team 8–10 blank sentence strips. Remind students that in Lesson 1, they had a “Fact Frenzy” where they wrote down what they knew about water and then that became the What We Want People to Know about Water anchor chart. Tell students that they are going to build the same kind of anchor chart with their own research topic.• Give directions:<ol style="list-style-type: none">1. Each research buddy pair will review your recording forms from today’s research and the previous day’s research.2. Then, write down in a complete sentence the key details you discovered in their research on the blank sentence strips (one sentence for each strip).• Model this process by asking one buddy pair to share a key detail they discovered. Write this detail in a complete sentence on the sentence strip. For example, this could look like: Key detail from recording form: Cow manure pollutes. Write: “Cow manure pollutes the water when it washes into streams with the rain.”• Give students 7 or 8 minutes to work in their research teams to complete their sentence strips. Remind students to use their research texts and recording forms to help them.• Pause students for the next step. Tell students that now each buddy pair will share their sentence strips with their research team. Encourage research teams to be sure each person gets to share one of his/her strips.• As in Lesson 2, if they find similar sentences, they should clip them together. Once they have shared their strips, have students attach their sentence strips to their anchor chart with tape.	



Closing and Assessment	Meeting Students' Needs
<p>A. Gallery Walk of Anchor Charts (5 minutes)</p> <ul style="list-style-type: none">• After students complete the process of taping all the sentence strips onto their anchor chart, invite one member of each team to place their chart on a table in the room. Then, tell students that they are now going to be able to see what the other research teams have found out in their research so far through a Gallery Walk.• Remind students that the Gallery Walk is a quiet time to look at a particular piece of work. Assign each research team a new Water Challenge chart to review. After 2 or 3 minutes, ask teams to move to the other Water Challenge chart.• Then, collect students' water journals with today's recording form inside and the attached accompanying text that students read. Collect the anchor charts to display in future lessons.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Choose to bring home one of the articles you have read about your research topic. Reread this text and complete the Vocabulary homework. <p><i>Note: Review students' recording forms and texts. Look for students' understanding of the text and their ability to pull out information related to their research topic. Make further adjustments to the process as necessary.</i></p>	



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Supporting Materials



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Asking and Answering Questions
Recording Form

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

Part 3: Quick Write

What is the most important information for people to know about this topic?



Asking and Answering Questions

Recording Form
For Teacher Reference

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
XXX	Dirt pollutes water!	3 Big Pollutants Paragraph 1	How can dirt be so bad?
Why is dirt a problem?	Dirt can kill little animals. Dirt blocks the sunlight. Dirt goes into streams when the land is disturbed.	Paragraph 1	XXX
What are bacteria?		Paragraph 2	I still wonder what bacteria are.
	Bacteria can make people sick. Bacteria come from sewers—poop.	Paragraph 2	That's the same as the manure! People poop and animal poop makes the water polluted.

Part 3: Quick Write

What is the most important information for people to know about this topic?

Animal and people poop pollute the water. It makes people sick if they drink the water.



Research Vocabulary
Recording Form

Text Title: _____

Power word	What I think it means ...

Water word	What I think it means ...

How does learning these words help you become a stronger reader?



Vocabulary Homework

Reread your text. Collect 3–5 power words or water words from your text. Use a dictionary to help you with the words if you can't figure them out in context.

Text Title: _____

Power word	What I think it means ...

Water word	What I think it means ...



Vocabulary Homework

How does learning these words help you become a stronger reader?



Vocabulary Homework
For Teacher Reference

Reread your text. Collect 3–5 power words or water words from your text. Use a dictionary to help you with the words if you can't figure them out in context.

Text Title: _____

Power word	What I think it means ...
Murky	I think it means cloudy or foggy
Impairment	Damaged or weakened
Maintaining	Keeping up

Water word	What I think it means ...
Stream bank	The edge of the stream

How does learning these words help you become a stronger reader?

The more words I know, the more I build my reading power. It helps me be able to read harder books.