



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 2: Lesson 10**

## **Completing 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)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• 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.</li><li>• I can identify key facts and details about my challenge topic.</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary homework (from Lesson 9)</li><li>• Asking and Answering Questions recording form, with text attached</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Sharing Our Vocabulary Homework (10 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Researching with Research Buddies (25 minutes)</li><li>B. Adding Information to Research Topic Anchor Chart (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: My Successes as a Researcher (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread your research text. Complete the Vocabulary homework.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson continues the research that was launched in Lesson 8. Students continue to work with their research buddies within their research team on their selected topic.</li><li>• Make any adjustments to the research process that you deemed necessary after Lessons 8 and 9 (i.e., plan a whole group mini lesson on an area of struggle for students, determine which buddies or research teams to support first while conferring, etc.).</li><li>• Students will add to the word wall in this lesson. Prepare the materials for the power word and water word wall (either use index cards that go on a large bulletin board or the anchor charts of power and water words). At the start of class, display the Research Topic anchor charts from Lesson 9. Then, during Work Time Part B, distribute the charts to each research team.</li><li>• In advance: Gather recommended texts again for students who finish early.</li></ul>



Lesson Vocabulary	Materials
(students identify and document words within the lesson)	<ul style="list-style-type: none"><li>• Vocabulary homework (from Lesson 9)</li><li>• Water journals (with recording forms and independent research directions inside)</li><li>• Equity sticks</li><li>• Asking and Answering Questions recording form (one per student)</li><li>• Research texts in folders: eight copies of each text (for Lessons 8–10)</li><li>• Water Challenges anchor charts (from Lesson 6-9)</li><li>• Blank sentence strips (8–10)</li><li>• Tape (one roll easily accessible for each research team)</li><li>• Exit ticket (one per student)</li><li>• Vocabulary Homework (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Sharing Our Vocabulary Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Ask students to bring their <b>vocabulary homework</b> from the previous lesson with them. Distribute their <b>water journals</b>, with the previous lesson's recording form inside.</li><li>• Ask research buddies to get together with another research buddy pair. These pairs might have selected the same article, but it isn't necessary. Give students a few minutes to share their words and definitions.</li><li>• Then, focus students' attention. Ask students to think about the words that their group was sharing. Ask them:<ul style="list-style-type: none"><li>* "What is the most important word you shared—either because it was interesting, it was tricky, or you had to find it in the dictionary?"</li></ul></li><li>• Give students a minute to select their word.</li><li>• Then, ask each group to share their word and its meaning. Have students identify whether it is a power word or a water word. If students share a word they didn't know, give other students in the class an opportunity to define it. If they don't know, define it for the class quickly. Record each of the words and their meaning for the word wall.</li><li>• Note for students that they are building a strong bank of words. Remind students that building their word power is an important tool to help them become even stronger readers.</li></ul>	
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite one or two students to share the targets for today. Note that they are the same targets that they have been working on since they began researching. Ask:<ul style="list-style-type: none"><li>* "What is something you need to continue to do or do today to meet these targets?"</li></ul></li><li>• Give students a moment to talk together. Using <b>equity sticks</b>, invite one or two students to share their thinking.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Researching with Research Buddies (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a new <b>Asking and Answering Questions recording form</b>. Place students' <b>research texts</b> in <b>folders</b> at the tables. Tell students that one important thing they are building in this research process is stamina. Congratulate students on the fact that they are entering into their third day of research and that they show great stamina for reading, thinking, and writing.</li><li>• Refer to the <b>Water Challenges anchor charts</b> from the previous lesson. With enthusiasm, note how much knowledge students have built about these challenges. Highlight that building knowledge through reading is what good researchers do and praise their efforts as researchers.</li><li>• Remind students that they should follow the same process today as in the previous lessons for research:<ol style="list-style-type: none"><li>1. Determine which text to read.</li><li>2. Review the independent research directions.</li><li>3. Review the previous lesson's recording form.</li><li>4. Begin reading new text and taking notes on new recording form.</li></ol></li><li>• Clarify any questions about the process that students might have.</li><li>• Invite students to begin. Confer first with any buddy pair or water challenge group that you identified as needing extra support when reviewing their recording forms from Lesson 9.</li><li>• If no students need specific support right away, circulate around the room and confer with buddies and research teams.</li><li>• As in the previous lessons, keep the following questions in mind when conferring:<ul style="list-style-type: none"><li>* "Let's look at your recording form—what have you captured so far?"</li><li>* "Are you finding new information about your challenge today? Is there anything similar to what you read about previously?"</li><li>* "Let's look at your water challenge anchor chart. Did some information from the chart spark a new question for you?"</li><li>* "What is the most important thing you have discovered in this text about your topic so far?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Note: The following suggestions appear in Lessons 7–9. This support applies to each of these lessons as students continue with their research in each lesson.</li><li>• Guide struggling learners as they select texts. Support them in choosing from the texts supplied, or the texts you have gathered, a text that will be easier for them to navigate, i.e., text features that are more obvious and support making meaning, a text that is less complex, a text that is shorter, etc.</li><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>As in Lessons 8 and 9, suggest options for students who might finish early:<ol style="list-style-type: none"><li>Research buddies may select another text from the research folder to begin reading.</li><li>They can each choose to read their independent reading book.</li><li>They can each select a text from the recommended text list to read together or on their own.</li></ol></li><li>After 25 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 circle with their research teams.</li><li>Tell students that they are now going to add new information to their anchor charts. Distribute the Water Challenges anchor charts to each research team, placing it in the center of their small circle. Distribute to each team <b>8–10 blank sentence strips</b>. Remind students of the process:<ol style="list-style-type: none"><li>As buddy pairs, review your recording forms from today's research and the previous day's research.</li><li>Then, in a complete sentence, write down the key details you discovered in their research on the blank sentence strips (one sentence for each strip).</li></ol></li><li>Give students 7 or 8 minutes to complete their sentence strips.</li><li>Then, pause students for the next step. Tell students that now they are going to share their sentence strips with their research team. Explain that this time, they will have to look in two places to determine if the information is new. Remind them that some of their information might actually be the same because two pairs read the same article today or it might have been recorded by another research buddy pair in the previous lesson. Their job in sharing this time is to make sure that only new information gets placed on the anchor chart.</li><li>Give students a few minutes to <b>tape</b> their new information onto their anchor chart.</li></ul>	<ul style="list-style-type: none"><li>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.</li><li>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 come check on them again and they should be at a specific point in their reading, ready to talk about the details they have found.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Adding Information to our Water Challenges Anchor Charts (10 minutes)</b></p> <ul style="list-style-type: none"><li>• After 25 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.</li><li>• Tell students that they are now going to add information to the Water Challenge anchor charts that the class started in Lesson 2.</li><li>• Give each research team their anchor chart (place it in the middle of their small circle). Also give each team <b>8–10 blank sentence strips</b>. 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.</li><li>• Give directions:<ol style="list-style-type: none"><li>1. Each research buddy pair will review your recording forms from today’s research and the previous day’s research.</li><li>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).</li></ol></li><li>• 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.”</li><li>• 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.</li><li>• 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.</li><li>• 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 <b>tape</b>.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: My Successes as a Researcher (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Invite one member of each team to hang up their anchor chart.</li><li>• Ask a spokesperson from each research team to share one new piece of information from their research.</li><li>• Congratulate students on their work, offering specific, warm feedback about their learning today. This could be something about how they worked together, their attention to the texts they were reading, or their ability to work with their research teams.</li><li>• Tell students that this is the last day of their research. Explain that learning how to conduct research is a very important skill and is something they will keep practicing throughout their entire school career, including college. Many adults also research topics regularly either for their jobs or just because they want or need to learn more about something.</li><li>• Tell students that you want them to reflect on their successes as researchers today. Distribute an <b>exit ticket</b> for each student. Review the exit ticket with students, noting the list that will help them identify their specific successes. Give students a few minutes to think about and complete their exit ticket.</li><li>• Then, collect students' exit tickets and their water journals with today's recording form inside. Collect the anchor charts to display later. Transition students to the next portion of their day.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread your research text. Complete the <b>Vocabulary homework</b>.</li></ul> <p><i>Note: Review the End of Unit 2 Assessment in Lesson 11 to gather appropriate materials. Students will write two paragraphs to inform their reader about the water challenges they have researched. Students will use the Water Challenge anchor charts as a resource, along with their recording forms and water journals. Students will also review their Water on Earth paragraphs (from Lesson 2) with a partner before they do their assessment. Gather these paragraphs and the criteria/feedback to distribute at the beginning of Lesson 11.</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?

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Asking and Answering Questions  
Recording Form – Student Sample

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
XX	Industry or factories aren't the biggest problem.	Paragraph 1	Is pollution to water worse in big cities?
What about city pollution?	Rain washes fertilizer, animal poop, and oil into the streams or lakes.	Paragraph 1	XX
What does impervious mean?	Water doesn't soak in.	Paragraph 2	I think it means that water can't get in.
What can people do?	People put trash in the gutters. This makes pollution.	Paragraph 2	People should stop littering!

**Part 3: Quick Write**

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

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Exit Ticket

As researchers, you have done many things to build your knowledge about a topic. This is what researchers do: They read to find answers to their questions and build their knowledge. Here are some things that you have practiced as researchers in the last few lessons:

- Finding key details in a text about your water challenge
- Asking questions to help you find out more information
- Working with a research buddy to read your texts
- Figuring out challenging words in your texts
- Taking notes and recording information about your water challenge
- Sharing and collaborating with your research team to add to your knowledge

Think about your successes as a researcher. What have you done successfully? Use the list above to help you with your thinking.

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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?

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