# Grade 3: Module 4: Unit 3: Lesson 1
## Reading Closely to Become "Well Aware":
## Launching Our Performance Task

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
| --- | --- |
| I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can identify the main message or lesson of a story using key details from the text. (RI.3.2) | |
| **Supporting Learning Targets** | **Ongoing Assessment** |
| • I can ask questions to deepen my understanding of "becoming well aware." <br><br> • I can answer questions with specific details about "becoming well aware." <br><br> • I can identify the main message of "becoming well aware." | • Main Idea and Key Details recording form <br><br> • Exit Ticket: My Initial Thinking: What Should Be Done? |

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| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>  A. Reviewing End of Unit 2 Assessments (5 minutes)<br><br>  B. Unpacking Learning Targets (5 minutes)<br><br>2. Work Time<br><br>  A. Close Reading Recording Form, Part 1 (20 minutes)<br><br>  B. Close Reading Recording Form, Part 2 (15 minutes)<br><br>  C. Launching Performance Task: What Should Be Done to Help Others Become "Well Aware"? (10 minutes)<br><br>3. Closing and Assessment<br><br>  A. Exit Ticket: My Initial Thinking: What Should Be Done? (5 minutes)<br><br>4. Homework<br><br>  A. Reread pages 28–29 of One Well: The Story of Water on Earth to someone at home.<br><br>  B. Explain to someone at home what you will do to help people become "well aware." | • In this lesson, students review their End of Unit 2 Assessments and identify something they did well. This helps them look closely at the rubric and teacher feedback and increases their ownership of the assessment.<br><br>• Based on the extent of the feedback you provide on students' assessments, they may need more time to review that feedback. Consider lengthening the time frame of this lesson.<br><br>• This lesson officially launches students' work on their final performance task. Students are introduced to a VoiceThread and listen to a model multiple times. The purpose of this listening exercise is for them to understand how a VoiceThread is organized.<br><br>• Students begin to develop their ideas about what can be done to conserve, protect, and provide access to clean water for everyone. This will support them as they work toward creating their own VoiceThread presentation.<br><br>• In the following three lessons, students will step back from the public service announcement (PSA) model and consider solutions to becoming more "well aware." In Lessons 2–4, students will focus on reading informational texts about the things people are doing to conserve, protect, and provide access to clean water. In these lessons, note the signals for helping students link their learning back to their own PSA. Once students have learned more about the solutions, they will return to the VoiceThread model and begin thinking about their "one thing."<br><br>• The VoiceThread model in this lesson mirrors the work that students will produce. In this unit, students use their existing writing from Units 1 and 2 to build their VoiceThread presentation. As students build their own presentation, they will examine the model to understand how to incorporate their writing from Units 1 and 2 into their PSA.<br><br>• For more information about VoiceThreads and how to implement them, see VoiceThread: An Overview for Teachers and the extended teaching note in the supporting materials.<br><br>• Keep the VoiceThread Main Idea recording form with students' ideas, as this will be used again in Lesson 7.<br><br>• Review: Performance Task (In Module-level documents)<br><br>• Review VoiceThread Model Recording, which is an audio file. This recording was created by Expeditionary Learning for instructional purposes. The audio file can be found at http://www.engageny.org/resource/grade-3-ela-module-4 |

| Lesson Vocabulary | Materials |
|---|---|
| "well aware," anchors, exhaust, public service announcement | • VoiceThread: An Overview for Teachers (for teacher reference)<br>• Extended Teaching Note: VoiceThread Recordings<br>• End of Unit 2 Assessment with rubric (from Unit 2; returned in this lesson with teacher feedback)<br>• Equity sticks<br>• *One Well: The Story of Water on Earth* (book; one per student)<br>• Close Reading recording form (one per student)<br>• Performance Task Invitation (one per student and one to display)<br>• Document camera<br>• VoiceThread Model Recording<br>• VoiceThread Main Idea recording form (one to display)<br>• Exit Ticket: My Initial Thinking: What Should Be Done? (one per student) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Reviewing End of Unit 2 Assessments (5 minutes)** <br><br> • Before the lesson, use VoiceThread: An Overview for Teachers to help you create a VoiceThread account and get oriented to how the slide show works. <br><br> • Have students sit at their tables for the beginning of this lesson. Ensure they have a partner next to them. Return students' End of Unit 2 Assessments with rubric with your scoring and feedback. <br><br> • Give students a minute to review their rubric and feedback. Be sure they understand that the purpose of this time is to help them use assessment information to further their learning. <br><br> • Then, invite students to partner with a person next to them. Ask students: <br><br>     * "When you look at your End of Unit 2 Assessment, what is one thing you did well as a writer?" <br><br> • Give them a few minutes to talk to their partner about something they did well. As students are talking, circulate and listen for them to name things like: "I had a good conclusion," "I had good details in my writing," or "My writing was organized well." | |
| **B. Unpacking Learning Targets (5 minutes)** <br><br> • Direct students' attention to the posted learning targets. Invite students to read them aloud: <br><br>     – "I can ask questions to deepen my understanding of 'becoming well aware'." <br><br>     – "I can answer questions with specific details about 'becoming well aware'." <br><br>     – "I can identify the main message of 'becoming well aware.'" <br><br> • Tell students these targets should be familiar to them and that they have developed many skills as readers. Ask: <br><br>     * "What do you have to do as a reader to 'answer questions with specific details' and 'identify the main message'?" <br><br> • Give students time to think, then talk to the person next to them. <br><br> • Using **equity sticks**, invite one or two students to share their thinking. Listen for students to say things like: "You have to go back and reread to find the specific details," or "You have to think about the gist of the text first." <br><br> • Guide students to engage with the learning targets; this promotes ownership and engagement. | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Close Reading Recording Form, Part 1 (20 minutes)**<br><br>• Distribute students' texts, ***One Well: The Story of Water on Earth***, and tell them they will read the conclusion today. Ask them to turn to pages 28 and 29 and do a quick preview of the text to orient themselves.<br><br>• Then, explain that they are going to read these two pages and complete their recording form. Explain that this is going to give them a terrific jumping-off point to think about how they can act on their newfound knowledge about the challenges of having clean water for everyone.<br><br>• Remind students that throughout this module, they have been reading with greater independence because their skills as readers have become stronger. Affirm for students that they have built strong reading power throughout their year as third-graders.<br><br>• Distribute the **Close Reading recording form**. Give students a minute to review this recording form and note its familiarity.<br><br>• Tell students that first they are going to do ONLY Part 1 of this recording form. Tell them not to worry about Part 2 yet.<br><br>• Answer any clarifying questions. Tell students they can read with a neighbor to support their reading if they choose.<br><br>• Release students to read. As they read, circulate and confer with them.<br><br>  – Ask students to identify vocabulary they might be unsure of.<br><br>  – Say: "Tell me what you are thinking about as you read these pages. What does the author want you to know? Can you find a specific place in the text that gives you that thought?"<br><br>  – If students are struggling, read a short passage aloud. Ask a specific question about what you read aloud.<br><br>  – If more than one partnership is struggling, pull them together and start from the beginning of page 28. Ask students what they understand about the text so far. Then, tell them you are going to read the first paragraph aloud. Explain that their job is to listen carefully for a specific detail from that paragraph. After students identify specific details, support them in writing it on their recording form.<br><br>  – For students who read these pages and complete their recording form more quickly, pull them together and give them the opportunity to think about and talk about the following question: "What did you think the most important thing to become more well aware of was in the text? Which one would make the most difference in your opinion?" | • Provide struggling learners with smaller chunks of the text at a time.<br><br>• Additionally, consider providing struggling learners with sticky notes that have a focus question for them as they read, such as: "What does 'becoming well aware' mean?"<br><br>• Consider reading the two pages aloud to a smaller group of struggling learners. The goal is for students to read this text with much greater independence; however, use teacher judgment about whether some students need the support of hearing it read aloud first. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Close Reading Recording Form, Part 2 (15 minutes)**<br>• After about 20 minutes, call the class to attention. Ask students to look at Part 2 of their Close Reading recording form.<br>• Tell students that even though they might have been reading with a partner, when they answer these questions, they should do so on their own. This will help them be sure that they understand what they read. Answer any clarifying questions. Then, ask students to complete the text-dependent questions.<br>• Give students about 15 minutes to work on Part 2 of their recording form. As they work, support them with conferring questions that help them look back into the text, such as:<br>  * "Can you restate what the question is asking you?"<br>  * "Where might you look back in the text to support your answer?" | • Consider asking struggling learners to answer just one text-dependent question. This focuses them on the reading, but gives them a more manageable focus. |
| **C. Launching Performance Task: What Should Be Done to Help Others Become "Well Aware"? (10 minutes)**<br>• Gather students in the whole group area. Give them specific, positive feedback about their reading process. For example, you might note students who were being careful to look back through their text.<br>• Then, tell students that because they now know so much about water and how important it is for everyone to have clean water, they can help others become more "well aware." Explain to them, with enthusiasm, that they are going to create something called a VoiceThread presentation in which they tell their listeners what should be done to provide clean water to everyone.<br>• Distribute the **Performance Task Invitation** to students and display one copy using a **document camera.** Explain to students that a *public service announcement*, or PSA, is something people create to teach others about a topic.<br>• Read the Performance Task Invitation aloud.<br>• Tell students that they are going to listen to a PSA model.   Set a purpose for listening: Tell students they should listen to what the speaker is trying to teach the listener.<br>• Play the VoiceThread Model Recording.<br>• After students have listened to the VoiceThread model, ask them to, first, think on their own about what the speaker was trying to teach the listener. Then, give them a couple of minutes to share what they heard with a partner.<br>• Cold call or use equity sticks to have a few students share their thoughts. Listen for them to share things like: "The speaker was trying to teach us about building wells," or "The speaker was teaching us about water and the challenges to having clean water for everyone." Tell students this model is just like what they will create. | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul><li>Display the **VoiceThread Main Idea recording form.**</li><li>Tell students you are going to play the VoiceThread model again. Explain that there are three main parts to this model and you are going to stop after each part. Their job is to listen for what they think the main idea is for just that one part.</li><li>Play the first part of the VoiceThread model. Stop at the end of the first part. Give students time to think first.</li><li>Then, invite a few volunteers to share what they think the main idea is for that part. Listen for students to say things like: "It tells the reader facts about water," or "It teaches the reader things about water in our world." Write this on the displayed recording form.</li><li>After a minute, repeat this process with the second and third parts of the VoiceThread model.</li><li>For the second part, listen for students to identify the main idea as the challenges to having clean water.</li><li>For the third part, listen for them to state that the speaker is expressing an opinion about what should be done.</li><li>It is important for students to develop an idea of the three main parts of the VoiceThread so that they understand the organization. This will help them write effectively. Be sure to record students' main-idea statements for each part on the recording form on the displayed version.</li><li>After listening to the three parts, refer to the displayed recording form and summarize how the VoiceThread is organized. This will help students see the big picture of the Performance Task Invitation and get them excited about what they are going to do next.</li><li>Your summary could sound something like this: "OK, so this VoiceThread is going to help our listeners learn how to be 'well aware.' Each part does something important. The first part teaches the listener about water in the world. The second part teaches about the challenges to water. The third part tells the reader what the speaker thinks should be done about having clean water.</li><li>"You already have done all the work for the first and second parts. Think about the writing you did teaching your reader about water in our first unit and the writing you just looked at in your End of Unit 2 Assessment.</li><li>"All that's left is to think about what can be done. That's our next step! You are now going to learn about how different people are solving the challenges to having clean water. Then, you get to decide what you think is one thing that can be done about it. This is going to involve a lot of fun learning!"</li></ul> | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket: My Initial Thinking: What Should Be Done? (5 minutes)**<br><br>• Distribute the **Exit Ticket: My Initial Thinking: What Should Be Done?**<br><br>• Remind students that in Unit 2, when they began their research about the challenges, they started with their initial questions.<br><br>• Tell them that today they will consider their initial thoughts about what should be done to protect clean water for everyone. Explain that they might not have a concrete idea just yet. If they don't, they might write a question.<br><br>• Give students time to complete their exit ticket. Circulate to provide support. Ask questions such as: "What's something that you think might be done to help with pollution?"<br><br>• Collect students' exit tickets. Tell them that in the next lesson they will learn about things people are doing to protect our water. | |
| Homework | Meeting Students' Needs |
| • Reread pages 28–29 of *One Well: The Story of Water on Earth* to someone at home.<br><br>• Explain to someone at home what you will do to help people become "well aware." | |

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Supporting Materials

"A VoiceThread is a collaborative, multimedia slide show that holds <u>images, documents, and videos</u> and allows people to navigate slides and leave comments...." VoiceThreads can be shared with friends, students, and community members, all over the world, for them to record comments too. (http://voicethread.com/about/features/)

**Step 1: Creating an Account**
- To create a free account with VoiceThread, you will need an email address.
- Go to: www.voicethread.com.
- Click on "Register" in upper right corner of home page.
- Then create user names and passwords for your students.
- Record students' user names and passwords on a separate document for future use.

**Step 2: Getting Oriented**
You and your students can go to the following places to get oriented:
- For an overview of how to use VoiceThread, go to: http://voicethread.com/about/features/.
- YouTube.com has excellent resources. Enter the search term "VoiceThread Introduction" or "VoiceThread Examples" to find instructional videos and examples of others' VoiceThreads.

**Step 3: Loading Image(s) into Your VoiceThread**
- Before creating a VoiceThread, plan the order in which you want your VoiceThread to appear. It is important to upload content (pictures, video, etc.) in that order.
- Go to: www.voicethread.com.
- Click "Sign In" and enter your user name (email address) and the password you created in Step 1.
- Click on "Create" at the top of the screen.
- Click on "1. Upload" to add the image, or possibly multiple images, you want. You have several options for adding items:
- My Computer: click on this button if you are adding items you have already downloaded and saved to your computer.
- Media Sources: click on this if you would like to add items from other VoiceThreads you have created, from Flickr, from Facebook, or from the images available through the New York Public Library.

- URL: use this option if you have a web address (URL) with a picture or other media you want to include in your VoiceThread.

- My Webcam: when you click on this option, a pop-up window will appear. Click "allow." Then, you can use your webcam to take a picture or to make a video to upload.

- Add a title and description: Once you have uploaded an image or images, click on "(Title and description)" above the "1. Upload" button (this option does not appear until you have loaded at least one image). A new window appears where you can type in a title and a brief description for your VoiceThread. Click "save" when you are done.

**Step 4: (Optional) Adding Audio and Typed Comments to VoiceThread Images**
Note: This is an optional step in which students and others can comment on the VoiceThread recordings. This is an excellent way for students to celebrate their recordings with a wider audience.

- Click on "2. Comment"

- Initially, a small pop-up window will say, "Add a picture to this identity." Do NOT follow this prompt. Then, you will see a screen appear at the center of the page, with arrows at the bottom left and right of the screen.

- To locate an image to comment on, click on the arrows to view the images, documents and/or videos you added in "1. Upload" in the order in which you uploaded them.

- To comment on the image or document you have located, click the "comment" button at the bottom of the screen. You will have options for adding your comment using "record" or "type."

- "Record" will allow you to record your voice to accompany the image, if you have a built-in or external microphone with your computer. Once you are done speaking, click on "stop recording."

- "Type" will allow you to type comments to accompany the image, using your keyboard.

- To review your completed voice recording or typed comment, click on "save" and your audio recording and/or text will automatically play back. If you are not happy with your comment, click "cancel" to erase, then create a new comment.

- OPTIONAL: To call attention to a specific feature of the image, use the color wheel that appears at the bottom of the screen while recording or typing. You may click on any of the colors, which will allow you to make marks on the uploaded image. Use this feature if you want to draw attention to a specific feature of the image.

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### Step 5: Sharing Your VoiceThread

Once your VoiceThread is complete, you can share it with others, which lets them add comments either by typing or recording their voices.

- Click on "Share" and a new window appears.

- You will see a button labeled "add+." Click on this button and a new window appears that will allow you to add an email address and the name of the person to whom you are sending the VoiceThread. You must put in both a valid email address and a name before you will be allowed to save the contact in your account. Your contacts will save automatically.

- For each person you want to send your VoiceThread to, click "add+" to add new contacts.

- Each person's name will appear below the "Send Invite" box on your screen. Click on the box with each person's name, to highlight the contact.

- Once each contact is highlighted, click "Send Invite" and your VoiceThread will be sent to your contacts. Once your contacts receive the email invite, they will be given a link to access your VoiceThread and will be able to make comments.

### Step 6: Accessing and/or Editing Existing VoiceThread Projects

- You may access a VoiceThread project you have created by clicking on the tab, at the top of the screen, labeled "My Voice."

- If you want to edit/add to a VoiceThread project, click on the "menu" icon in the lower right corner of the image related to the project you want to access. This will allow you to "edit," "share," "make a copy," or "delete" the project.

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**Extended Teaching Note:**
VoiceThread Recordings

In this unit, students build their knowledge of what's being done to conserve, protect, and provide clean water access for everyone. Students then begin to develop opinions about what they believe is one thing that can be done. The second half of the unit moves students into pulling their writing together and using it to create a VoiceThread presentation. Instruction is given to students about how to organize ideas clearly and how to speak fluently. No time is provided for students to actually record their VoiceThread. Individual teachers and schools should consider their technology capacity when deciding how to have students record their presentations.

The End of Unit 3 Assessment is designed to support students in their presentation and speaking skills. This gives them a formal practice run and provides them with feedback about their presentation. By the end of unit assessment, students should be ready to create their final VoiceThread/PSA.

Use subsequent lesson times for students to create their recordings. Give students time to go to the VoiceThread Features site before they record their PSA. (See VoiceThread overview for site address.) Students can practice using the technology first. The structure of their practice time is again dependent upon the technology capacity of each school. Depending on the structure determined by individual schools and teachers, provide some time for students to practice logging in and exploring the VoiceThread site. Students can practice creating a simple recording before they create their PSA.

**Here are sample lesson structures to consider:**
If there is ample technology for everyone at once, students could all work simultaneously on their own recording. The lesson design steps could be as follows:
- Give students time to review their feedback and practice their VoiceThread again on their own by simply presenting it aloud.
- Put students back in their triads from the end of unit assessment and have them practice together one more time.
- Give students time to get oriented on VoiceThread.
- Have students begin their VoiceThread recording.
- Once they complete their recording, give them time to play it again so that they can hear their final product.
- Provide students with an independent reading option when they are finished.

If there is only enough technology for a few students to work on their recording at a time, the lesson design could be as follows:

• Give all students time to review their feedback and practice their VoiceThread on their own by practicing aloud.

• Put all students back in their triads. Give them an opportunity to practice with each other.

• Use available computers to provide a small group of students with time to practice and explore VoiceThread.

• Have those students record their VoiceThreads.

• As all students complete their practice, which would be the first 15–20 minutes of class, provide an option such as independent reading for the rest of the period while small groups or individuals are recording.

If VoiceThread is not a viable option for your school, there are a few options that students can use.

• Create an MP3 recording using a program such as Garage Band. Have students select an image and print it to go with their recording.

• Use small tape recorders to record their presentations. Have students select an image and print to go with their recording.

• Use another voice recording software such as: http://www.nch.com.au/software/voxrec.html.

• Use flip cameras or other video such as smartphones. Have students make their presentation on video with their image printed for students to share.

**Name:**

**Date:**

**Part 1: Main Idea and Key Details**

Text title and page numbers: *One Well: The Story of Water on Earth* (pages 28–29)

Topic: _____

**Main idea** of the text on pages 28–29:

_____

_____

_____

_____

**Key details from the text** that help me understand the main idea:

_____

_____

_____

_____

**Key details from the illustrations** that help me understand the main idea:

_____

_____

_____

_____

**Name:**

**Date:**

**Part 2: Text-Dependent Questions**

How much water can be saved by making sure faucets don't drip?

___ 10,000 gallons

___ 2,650 gallons

___ 50 gallons

___ 26 gallons

What is one example of taking care of our water?

_____

What did Ryan Herjlac do to help people become "well aware"?

___ He built wells in Uganda and started a foundation to build wells in other places in Africa.

___ He cleaned up the water.

___ He raised money for Africa.

___ He painted fish on storm drains.

Why is becoming "well aware" important? Support your answer with evidence from the text.

_____

_____

_____

_____

**Performance Task Invitation**

Name:

Date:

**VoiceThread Public Service Announcement**

After researching the importance of freshwater, create a PSA (public service announcement) to educate and help others become "well aware." State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with examples from the texts you have read about water.

_____

_____

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_____

_____

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**VoiceThread Main Idea Recording Form**

**Name:**

**Date:**

**Part 1**

The main idea of Part 1 is...

_____

_____

**Part 2**

The main idea of Part 2 is...

_____

_____

**Part 3**

The main idea of Part 1 is...

_____

_____

Exit Ticket: My Initial Thinking: What Should Be Done?

**Name:**

**Date:**

Based on what you have read and learned so far, what do you think should be done to protect our clean water?

_____

_____

_____

_____

_____

_____

_____

_____