



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 3: Lesson 4

Determining the Main Idea and Key Details: “Ryan Hreljac: The Boy Who Built a Well”



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

- I can answer questions using specific details from informational texts. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets

- I can determine the main idea of “Ryan Hreljac: The Boy Who Built a Well.”
- I can determine the key details from “Ryan Hreljac: The Boy Who Built a Well.”

Ongoing Assessment

- Students’ annotated text “Ryan Hreljac: The Boy Who Built a Well”
- Idea from “Tackling the Trash” to include in VoiceThread



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Being “Well Aware” (5 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Main Idea of “Ryan Hreljac: The Boy Who Built a Well” (15 minutes)B. Answering Questions about “Ryan Hreljac: The Boy Who Built a Well” (10 minutes)C. Finding Key Details and Revising the Main Idea Statement (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing Ways to Be Well Aware (10 minutes)4. Homework<ol style="list-style-type: none">A. Choose one thing that should be done to conserve, protect, and provide access to clean water.B. Continue reading your independent reading book.C. Continue completing your Independent Reading recording form.	<ul style="list-style-type: none">• Students continue to think of ideas they might include in their VoiceThreads based on the texts they read in class. At the start of the lesson, students share possible details they might incorporate from “Tackling the Trash.” Later, they consider possible details from “Ryan Hreljac: The Boy Who Built a Well.”• Similar to Lesson 3, students perform a close reading of a text (“Ryan Hreljac: The Boy Who Built a Well”) to determine its main idea and key details.• There is a wealth of information available about Ryan Hreljac (pronounced “Hurl-jak”) and his foundation. Consider sharing this short video with students: http://www.youtube.com/watch?v=eUx4zHLcgmY. A similar version, with Spanish subtitles, is available here: http://www.youtube.com/watch?v=-R20srzOGmk.• Consider having students work with the same partners as in Lessons 2 and 3.• Students use Determining the Main Idea and Key Details task cards to complete their work synthesis of “Ryan Hreljac: The Boy Who Built a Well.” These are the same task cards that were used in Lessons 2 and 3, as well as Unit 1, Lessons 6–11. In advance, decide whether students would benefit from having new copies of these task cards or if they can reuse the original ones.• In advance: Locate and post a world map. A Web search will produce many options.• Post: Learning targets.



Lesson Vocabulary	Materials
cause, foundation, donation (from Lesson 3)	<ul style="list-style-type: none">• World map (one to display)• “Ryan Hreljac: The Boy Who Built a Well” (one per student and one to display)• Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8)• Determining the Main Idea and Key Details task card (specific to today’s lesson; answers, for teacher reference)• Document camera• Equity sticks• Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6)• Highlighters or colored pencils (one per student)• Being Well Aware anchor chart (begun in Lesson 2)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Being “Well Aware” (5 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “What is one idea about being well aware that you are thinking of including in your VoiceThread?”• Ask a few volunteers to share.	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the posted learning targets and read them aloud. Ask students to turn and share with a partner:<ul style="list-style-type: none">* “Just reading the title, what do you think you might learn about being well aware from ‘Ryan Hreljac: The Boy Who Built a Well’?”• Cold call a few pairs to share out. Listen for answers like: “how a kid made a difference,” or “how wells help people get water.”	



Work Time	Meeting Students' Needs
<p>A. Determining the Main Idea of “Ryan Hreljac: The Boy Who Built a Well” (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that today they will read a new text about a boy named Ryan Hreljac from Canada, who was determined to help others in a country across the world called Uganda. • Point out Canada and Uganda on the world map. Remind students that this is a map of the entire world and note the distance between the two countries. • Ask: <ul style="list-style-type: none"> * “Why might Ryan have wanted to help people who lived so far away?” • Cold call a few students to share out. • Distribute “Ryan Hreljac: The Boy Who Built a Well” and the Determining the Main Idea and Key Details task card to each student. • Remind students to be thinking about how they might use Ryan’s story in their VoiceThread to help others become well aware. • Read the directions for the Determining the Main Idea and Key Details task card aloud. Tell students they have 10 minutes to Part 1 of the task card. • Observe students as they read. Give support with decoding only when necessary. • As students work on their main idea statements, ask questions like the following to individuals, small groups, or the whole class: <ul style="list-style-type: none"> * “What is helping you determine the main idea?” * “What is this text mostly about?” • You might ask follow-up questions like: <ul style="list-style-type: none"> * “The subtitle of this article is ‘The Boy Who Built a Well.’ How did Ryan build the well?” • Listen for ideas like: “doing chores,” “raising money,” “told his story to others,” or “got others to help.” • After 10 minutes, call students together. • Ask students to turn to a partner and share their main idea statements. If students have not yet written their main idea statements, they can write these with their partners. • Remind students to give their partners a chance to share ideas. Remind them that it is important to notice differences between their ideas and discuss why their ideas are different. Be sure students are using evidence from the text. 	<ul style="list-style-type: none"> • In support of RI.3.10, students are asked to read this text independently. If students need support with the text, have them whisper-read with their partner or pull together a small group to whisper-read with your support . • Consider pulling small groups for support with the text .



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Circulate as students share and select a few strong main idea statements to share. It’s OK if these are simple first drafts as long as they have the main idea that Ryan helped others by earning the money to build wells for people who didn’t have clean water. • After a few minutes, call students together. Share the main idea statements that you selected. 	
<p>B. Answering Questions about “Ryan Hreljac: The Boy Who Built a Well” (10 minutes)</p> <ul style="list-style-type: none"> • Display a copy of “Ryan Hreljac: The Boy Who Built a Well” on a document camera. • Direct students’ attention to the display text. • Call on a volunteer to read Paragraph 4 on page 2 that starts, “After four long months ...” Then, let students know they should discuss the following questions with their partners. After they have had a minute or two to discuss, remind them you will use equity sticks to cold call a few pairs to share out. Ask: <ul style="list-style-type: none"> * “What words in the first sentence of this paragraph does the author use to show Ryan’s determination?” (Answer: “four LONG months,” “finally.”) * “What word in the last sentence of paragraph 4 also signals Ryan’s determination?” (Answer: “refused”; discuss this word if needed.) • Read the last sentence in Paragraph 6 aloud: “When people learned what Ryan wanted to do, they began donating to his cause.” Ask: <ul style="list-style-type: none"> * “What is a synonym for <i>cause</i> in this sentence?” (Answer: goal or work.) • Ask for a volunteer to read Paragraph 4 in the second column on page 2 that starts, “Now a lot of people know Ryan’s name ...” Then ask: <ul style="list-style-type: none"> * “Based on that paragraph, what do you think a foundation does?” • (A foundation is a company or organization that collects money and uses it for a good cause/to do good work.) 	<ul style="list-style-type: none"> • Consider posting the questions you ask to support visual learners .



Work Time (continued)	Meeting Students’ Needs
<p>C. Finding Key Details and Revising the Main Idea Statement (15 minutes)</p> <ul style="list-style-type: none">• Redirect students’ attention to the posted learning targets and ask for a volunteer to read the second learning target aloud.• Tell students they now will complete Part 2 of the Determining the Main Idea and Key Details task card with their partners.• Refer to the Determining the Main Idea and Key Details anchor chart. Remind students of the strategy they used yesterday for finding the key details (one paragraph at a time).• Distribute a highlighter or colored pencil to each student.• Give students about 10 minutes to complete Part 2.• Circulate as students work. As needed, ask questions like:<ul style="list-style-type: none">* “Why did you select this passage as a key detail?” (Listen for approaches from the Determining the Main Idea and Key Details anchor chart.)* “What’s the important thing to know from this paragraph about how Ryan made a difference?”• Refocus students’ attention whole group. Direct students to their main idea statements. Ask students to discuss the following with their partners:<ul style="list-style-type: none">* “Based on the key details that you identified, would you change your main idea statement? Why or why not?”• Listen in on conversations. Select a few highlights to share or a few students to share their thinking.	<ul style="list-style-type: none">• Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and promoting accountability. Any student who gives the signal is communicating readiness to share.• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.



Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing Ways to Be Well Aware (10 minutes)</p> <ul style="list-style-type: none">• Tell students to turn to a new partner and share what they learned from Ryan’s story about becoming well aware. Encourage them to use specific examples from the text.• Remind students that they may want to use these details in their VoiceThreads.• Use equity sticks to call on at least three students to share their ideas. Add ideas to the Being Well Aware anchor chart.• Preview the homework.	<ul style="list-style-type: none">• Mixing partners for the sharing serves two primary purposes: 1) to encourage sharing new information and 2) to allow students 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">• Over the past few lessons, we have read about how different people are well aware. Based on these texts, think about the one thing you think should be done to conserve, protect, and provide access to clean water. Be ready to share this in the next class.• Continue with your independent reading book.• Continue completing your Independent Reading recording form.	



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Supporting Materials

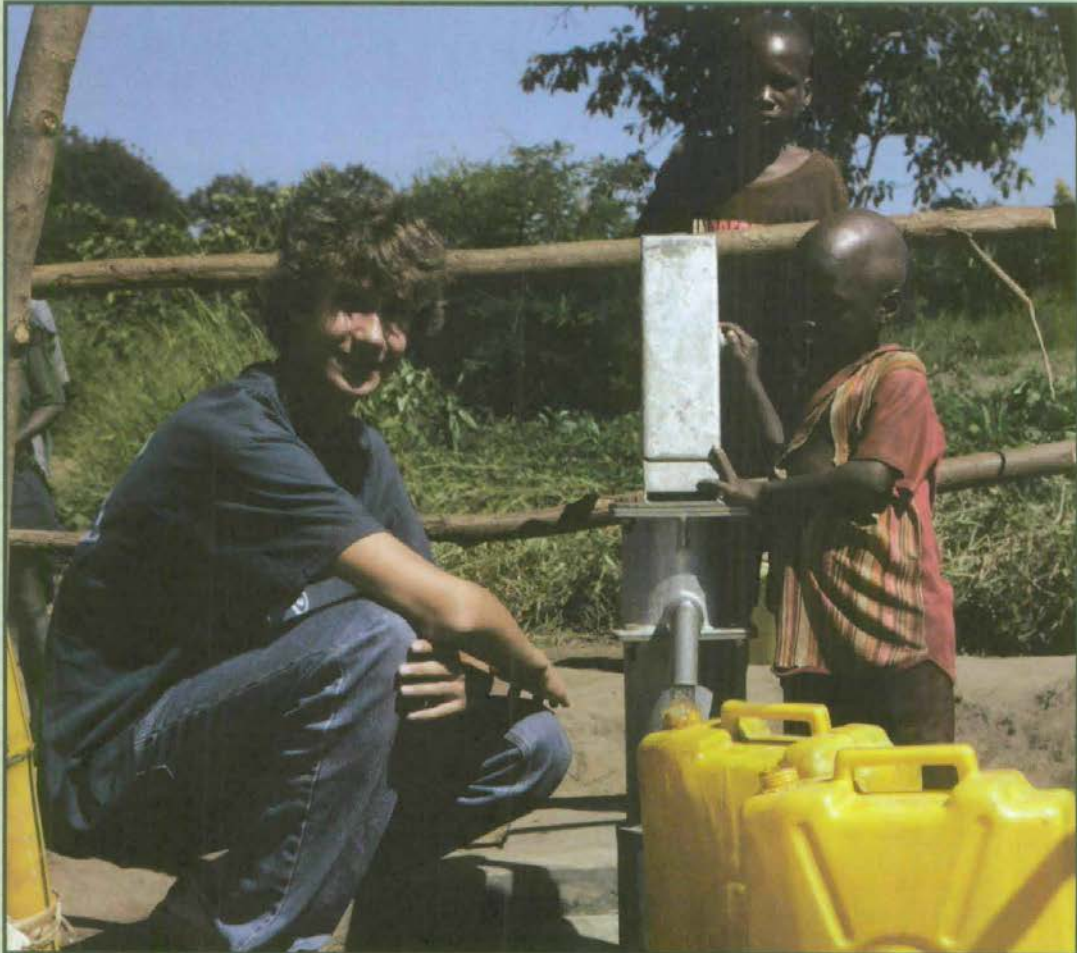


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“Ryan Hreljac: The Boy Who Built a Well”



Cover and article photos courtesy of Ryan's Well Foundation

Ryan Hreljac: The Boy Who Built a Well

by Elisabeth Deffner

Ryan Hreljac's life changed when he was in first grade.

“We were talking about people who didn't have toys or Nintendo or even clean water,” he recalls. Ryan's teacher had told the class about problems facing

people in other parts of the world. One of the most serious problems was the lack of safe water, she explained. The teacher had a list from a local charity that said it would cost only \$70 to build a well that could supply a village with safe, clean water.

“My teacher told us that people were dying because they didn't have clean water,” says Ryan, now 17. “So I asked my mom and dad for the money.”

His parents said if he wanted that much money, he'd have to earn it by doing extra chores.



“Ryan Hreljac: The Boy Who Built a Well”

So the Canadian boy from Kemptville, Ontario, washed windows. After a powerful ice storm he went around the neighborhood picking up fallen tree branches and collecting donations for his work. Along with his brothers, Jordan and Keegan, he gathered pinecones for his grandmother’s arts and crafts projects.

He did other chores, too. It was hard work—especially vacuuming. “I hate vacuuming,” Ryan admits. But he kept working.

“I couldn’t believe that there were kids in the world who had to walk for miles to get a drink of clean water,” he explains. “I just remember wanting to build a well so that these children wouldn’t die anymore.”

After four long months Ryan finally earned \$70. He took his donation to WaterCan, a Canadian organization that builds wells. It was an exciting moment that turned into an upsetting one! That’s because Ryan discovered that it would actually cost \$2,000 to build a well in Africa. But he refused to quit.

“I said I would just do more chores,” says the eleventh grader.

Ryan got back to work. A few newspapers published articles about his efforts. He was even featured on TV news. When people learned what Ryan wanted to do, they began donating to his cause.

After he raised the \$2,000 he needed to build a well, Ryan wanted to keep going. The drill that was needed to dig the well—and many other wells afterward—cost \$25,000. So he decided to raise the money for that, too.

Ryan had another dream. He wanted to visit his well one day. It was located next to Angolo Primary School in Uganda, where Ryan had a pen pal, Jimmy Akana.

After seeing how hard Ryan had worked, his neighbors decided to give their frequent flyer miles to the Hreljac family so that they could take a trip to Uganda. Ryan finally got to see his well! He also got to meet his pen pal in person. Jimmy, an orphan, now lives with the Hreljacs as Ryan’s brother.

For Ryan, visiting Uganda felt almost like going home. “I loved Uganda from the start,” he recalls. “It even smelled different. I felt so great when I was there.”

Ryan’s visit was everything he’d hoped it would be. The water in his well tasted delicious. The students at the school chanted his name when he arrived to see the well.

Now a lot of people know Ryan’s name—though they probably don’t chant it very often! He’s received so many donations that his family started the Ryan’s Well Foundation to make it easier to help people who need clean drinking water.

What’s happening is called “the ripple effect.” When you toss a stone into a pond, the ripples spread out farther and farther. Ryan’s wish to build a well was like that stone. The ripples keep spreading—and people keep joining him to help build more wells.

So far Ryan and his foundation have built 461 wells and provided safe, clean water to nearly 600,000 people. Ryan plans to raise those numbers even higher. There are still a million people without clean water.

“I want clean water one day for everyone on the planet!” he says.

Want to help? Find out more about the Ryan’s Well Foundation by going to www.ryanswell.ca and clicking on “Volunteer.”

Questions

- 1 What made Ryan start fund-raising? What could **you** do to raise money for a good cause?

- 2 Ryan was disappointed when he discovered that \$70 wasn’t enough to build a well—but he didn’t give up. How would **you** have reacted to that news?

- 3 What is “the ripple effect”?

Activity

How can **you** start a ripple effect?

Brainstorm three ways you can positively affect other people. Maybe you could start a volunteering club at school, or set a good example for your brothers and/or sisters by doing chores at home without complaining. Write your three ideas below.

After you make your list, choose one item from it. Do that activity this week. Then watch the ripples spread!

- 1.
- 2.
- 3.



“Ryan Hreljac: The Boy Who Built a Well”

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Deffner, Elizabeth. "Ryan Hreljac: The Boy Who Built A Well." Winner 52.6 (2009): 10



Being Well Aware Anchor Chart
For Teacher Reference

(Continued from Lessons 2 and 3; new possible responses are in bold. Answers will vary based on the input of the students from homework, the text, and past research.)

Being Well Aware	
Learn More and Educate Others	<ul style="list-style-type: none">• Take pictures of the problem to share with others• Share your story with other groups• Share your cause through the news
Join Others	<ul style="list-style-type: none">• Pass laws to encourage people to save water• Work together to clean up a river (Adopt-a-Mississippi Mile)• Ask for money for or donate money to people who are doing good work• Set up a foundation
Conserve Water	<ul style="list-style-type: none">• Limit lawn watering• Use cool water from the shower to water plants• Use buckets to wash cars• Take short showers• Use water-saving showerheads• Limit baths• Turn off leaky faucets• Design houses that save water• Drink from a cup instead of the faucet• (Add student responses from homework.)
Protect Water	<ul style="list-style-type: none">• Clean up trash near waterways
Improve Access	<ul style="list-style-type: none">• Help build wells for people who need them



Determining the Main Idea and Key Details Task Card
Answers for Teacher Reference

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea

1. Read the text.
2. In your own words, what is the **main idea** of this text? On the **back** of your text, write a #1, then write a **main idea** statement.
(Answers will vary. Student answers may not be complete on the first draft. Look for something about how Ryan helped others by earning money to build wells for people who didn't have clean water.)

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the key details that you think support the main idea.
(Answers will vary. Look for answers about how and why Ryan built the well and how he involved others.)

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a #2 next to it. Put a ✓ if you choose not to revise.