

Lesson 1: Discovering Our Topic: Freshwater Around the World



CCS Standards

- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- **L.3.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- **L.3.4d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.



Daily Learning Targets

- I can infer the topic of this module from the resources. (RI.3.1)
- I can determine the central message of *Water Dance*. (RL.3.2)

Ongoing Assessment

- I Notice/I Wonder note-catcher (RI.3.1, W.3.8)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Infer the Topic (15 minutes)
- B. Introducing the Performance Task and the Module Guiding Questions (10 minutes)
- C. Engaging the Reader: *Water Dance* (20 minutes)

3. Closing and Assessment

- A. KWEL Chart: Freshwater Around the World (10 minutes)

4. Homework

- A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.

Teaching Notes

Purpose of lesson and alignment to standards:

- Students are introduced to the module guiding questions, which include how the world's freshwater is threatened, in Work Time B. Be aware that some may connect with this topic personally and deeply. Monitor students and determine whether there are any issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, independently, or with families. Students' feelings may be personal, and they are not required to share them.
- In Work Time A, students participate in the Infer the Topic protocol to familiarize themselves with the module topic using resources from the texts they will be reading throughout the module (RI.3.1, W.3.8, SL.3.1). They continue to build on the foundations of inferring the topic as they are introduced to the performance task and the module guiding questions in Work Time B.
- In Work Time C, students hear a read-aloud of *Water Dance* and determine the meaning of unfamiliar vocabulary (RL.3.4, L.3.4). This text is meant to engage students in the topic with poetry and illustrations and to allow practice determining the central message (RL.3.2).
- Students begin a class KWEL chart in the Closing. The process of adding to the chart will be repeated in later lessons. Pay careful attention to the routine in this lesson to apply it in subsequent lessons.
- In this lesson, students focus on working to become effective learners as they concentrate on a characteristic of their choice.

How this lesson builds on previous work:

- This module builds on the foundation established in EL Education Modules 1–3 for Grade 3.
- Continue to use Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support recounting *Water Dance*. Consider grouping those students together and showing them a model.

Assessment guidance:

- Listen to students recounting the text and identify common issues to use as whole group teaching points.

Down the road:

- In the next lesson, students will reflect on the module guiding questions. They will also be introduced to the anchor text for the module, *One Well: The Story of Water on Earth* and research reading is launched.

In advance:

- Prepare:
 - Domain-Specific Word Wall for the role of freshwater.
 - Infer the Topic resources and post around the room (see supporting materials).
 - Technology necessary to play “How to Save Energy for School Teaching - 25SDA” for the whole group. If possible, give students access to the model PSA on devices (see Technology and Multimedia).
- Strategically group students into triads, with at least one strong reader in each.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time B: Prepare technology to play the model PSA for the whole group, and if possible for students to access on an internet device in pairs: Sustainable Energy. “How to Save Energy for School Teaching – 25SDA.” YouTube. 19 June 2016. Web. Accessed 26 Oct. 2016. <<https://youtu.be/ycdke8MTSCI>>.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.B.7, 3.I.B.8, 3.I.C.10, 3.I.A.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to explore and discuss the module topic and guiding questions, which provide important and supportive context for the work students will do in this unit and subsequent units in the module. Additionally, the opportunity for students to determine the meaning of unfamiliar vocabulary words is particularly supportive of ELLs.

- ELLs may find it challenging to read and understand the quote strips during the Infer the Topic protocol due to potentially unfamiliar new language. Encourage students to focus on the pictures, the gist of each quote strip, and language that is familiar. Tell them that it is okay if they don't understand everything today because they will build understanding of the topic throughout the module.

Levels of support

For lighter support:

- During Work Time C, encourage students to explore shades of meaning by explaining why the author chose certain words to convey meaning in the book *Water Dance* (e.g., plunging instead of pushing; gleaming instead of shining). Invite them to expand their knowledge of each word by comparing the words to synonyms.

For heavier support:

- Consider displaying and reviewing the Parts of Speech anchor chart from Module 1 during Opening A. Explain that students will focus on explaining the function of each part of speech throughout this unit and will be assessed on their understanding in the mid-unit and end of unit assessments.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students are introduced to learning targets that may contain unfamiliar vocabulary terms. When introducing each learning target, consider writing synonyms or sketching a visual above each key term to scaffold students' understanding. Additionally, invite students to share ways in which they worked toward similar targets from previous modules.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** In this lesson, students are introduced to the text *Water Dance*. Throughout this unit, sustained engagement and effort are essential for student achievement. Some may need support to remember the goal of the work they are doing with this text. These students benefit from consistent reminders of learning goals and their value or relevance. Those who may struggle with sustained effort and concentration are supported when these reminders are built into the learning environment.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- central message, sources, convince (L)
- cascade, plunging, palisades, veils, reappear, returning, gleaming, drench (T)

Materials

- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Infer the Topic resources (to display)
- ✓ I Notice/I Wonder note-catchers (one per student)
- ✓ Directions for Infer the Topic (one to display)
- ✓ Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ Model PSA (video; play in entirety; see Technology and Multimedia)
- ✓ Module Guiding Questions anchor chart (new; teacher-created; see Module Overview)
- ✓ Domain-Specific Word Wall (new; teacher-created; see Teaching Notes)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1; added to during Work Time A)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ *Water Dance* (one to display; for teacher read-aloud)
- ✓ KWEL Chart: Freshwater Around the World (one to display)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - "I can infer the topic of this module from the resources."*
 - "I can determine the central message of Water Dance."*
- Remind students that they have seen similar learning targets in Modules 1–3. Review what *central message* means (a big idea that the author wants you to take away from reading).
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work with their classmates today. Cold call students to share with the whole group and select one as a class.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)
- For ELLs and students who may need additional support with vocabulary: (Parts of Speech: Noticing) Ask: "What is the difference between the words *infer* and *inference*?" (*Infer* is a verb, or an action word that means to make an inference. *Inference* is a noun or a thing. It is the word for a guess that we make based on clues.) Add *infer* as an example of a verb on the Parts of Speech anchor chart from Module 1, and *inference* as an example of a noun (see "For Heavier support"). (MMR)

Work Time

A. Infer the Topic (15 minutes)

- Focus students on the **Infer the Topic resources** posted around the room.
- Distribute the **I Notice/I Wonder note-catchers**. Focus students on the question at the top and read it aloud:
 - “What do you think you will be learning about in this module?”
- Tell students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn’t something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- Remind students that they used the Infer the Topic protocol in Modules 2–3 and review as necessary using the **Directions for Infer the Topic**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol. Allow them to choose what resources to observe, so those who may not be able to read independently have the option to view a photo.
- Refocus whole group.
- Think-Triad-Share:

“Now that you have looked at some resources, what do you think this module might be about?” (Responses will vary, but could include: water.)

“Can you say more about that? I’ll give you some time to think and write or sketch.” (Responses will vary.)

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students’ Needs

- For ELLs and students who may need additional support with planning: (Modeling and Thinking Aloud: Inferring the Topic) Invite a student to role-play the Infer the Topic protocol with you. Model and think aloud the protocol for inferring the topic, as well as recording information on the I Notice/I Wonder note-catcher. (Example: “In this picture, I notice that there is a lot of litter near the water, so I will write, ‘a lot of litter near water’ in the I Notice column on the note-catcher. I wonder if that means the module topic is going to be about litter or polluted water, so I will write, ‘topic about litter or polluted water?’ in the I Wonder column on my note-catcher. What did you observe?”) (MMAE)
- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Sentence Frames: Lighter Support) To provide lighter support, invite intermediate students to create sentence frames to bolster participation as students share as a group. Invite those who need heavier support to use the frames. (Example: I think the module will be about _____ [the importance of taking care of our water] because _____ [there are a lot of resources suggesting that our water is polluted]. For example, _____ [one of the quotes says, “It is a desperately worrying statistic that nearly 1 billion people in the world lack clean, healthy drinking water”].) (MMAE)

Work Time

B. Introducing the Performance Task and the Module Guiding Questions (10 minutes)

- Direct students' attention to the **Performance Task anchor chart** and read the task aloud.
- Turn and Talk:
 - "What do you notice?" (We will present a video public service announcement to a live audience in a bid event.)*
 - "What do you wonder?" (Responses will vary, but may include: What is a public service announcement?)*
 - "Now that you have analyzed the performance task, has your inference of what this module might be about changed? How?" (Responses will vary.)*
- Clarify what a public service announcement is and play the **model PSA**.
- Direct students' attention to the **Module Guiding Questions anchor chart** and read the questions aloud:
 - Why are the world's freshwater sources threatened?
 - How do people convince others to take action to contribute to a better world?
- Focus students on the first question and underline the word *freshwater*. Turn and Talk:
 - "What is freshwater?" (the water that we drink that comes out of the tap, not saltwater like the ocean)*
 - "What other types of water are there?" (saltwater)*
- Add to the **Domain-Specific Word Wall** with translations in home languages.
- Underline the word *sources*. Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart**. Turn and Talk:
 - "What are sources? What strategy can you use to find out?"*
- Invite students to work in their triads to determine the meaning of the word and use a total participation technique to select a student to share with the whole group (where something comes from or where it can be found).
- Focus students on the second question and underline the word *convince*. Again, focus students on the vocabulary strategies listed on the Close Readers Do These Things anchor chart. Turn and Talk:
 - "What does convince mean? What strategy can you use to find out?" (cause someone to believe in something)*
- Invite students to work in their triads to determine the meaning of the word and use a total participation technique to select a student to share with the whole group (cause someone to believe).
- Add *sources* and *convince* to the **Academic Word Wall**, including translations in home languages.
- Emphasize that many cultures and countries have their own literary classics and invite students to share any stories they think might be literary classics from their countries of origin.
- Tell students that these are the questions that will guide their thinking and learning throughout the module.

- Turn and Talk:

“What do you notice?” (Responses will vary, but may include: We will be focused on the Working to Contribute to a Better World anchor chart throughout this module.)

“What do you wonder?” (Responses will vary, but may include: Why are freshwater sources threatened? I never knew that.)

“Now that you have analyzed the guiding questions and performance task, has your inference of what this module might be about changed?” (Responses will vary.)

Conversation Cue: “How is what ____ said the same as/different from what ____ said? I’ll give you time to think and write.” (Responses will vary.)

- Clarify that this module will be about exploring freshwater around the world.
- Acknowledge that some students may already know something about this topic. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences, and that this will be discussed more at the beginning of the next lesson. And note that some students may know nothing about the topic—it will be fun to dig in together!
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target. Select one or two students showing they feel they have met the learning target to provide evidence of why.

Meeting Students' Needs

- For ELLs: (Noticing Compound Words) After reading the guiding question, invite students to repeat the word *freshwater*. Ask what individual words they hear in this word (*fresh* + *water*), reminding them that sometimes one word is made from two or more words. Invite students to predict the meaning of *freshwater* based on the individual words and to replace the word *fresh* as they consider other types of water. Explain that *freshwater* is a noun, telling the thing students will be learning about, and add it as an example of a noun on the **Parts of Speech anchor chart** from Module 1 (see “For heavier support”).
- For ELLs and students who may need additional support with vocabulary: (Practicing Key Words in a Familiar Context) Invite students to practice using the word *convince* in a familiar context to solidify understanding of this key word. Provide sentence frames for support. (Example: I would like to *convince* my classmates that ____ [listening to each other is important] because ____ [we can learn a lot from our different perspectives].) Explain that *convince* is a verb, describing the action that people take to cause someone to believe something. Add *convince* as an example of a verb on the Parts of Speech anchor chart (see “For heavier support”). (MMR)

Work Time

C. Engaging the Reader: *Water Dance* (20 minutes)

- Show students the cover of *Water Dance*. Turn and Talk:

“What do you think this book is going to be about from the title and the front cover? Why?”
(Responses will vary, but may include: about water in nature, because there is a picture of a lake and there is the word water in the title)

- Read the book aloud, showing the group the illustrations as you go. Invite students to use their hands and/or bodies to show the meaning of movement words. After reading each page, invite students to refer to the vocabulary strategies on the Close Readers Do These Things anchor chart to determine the meaning of the following words. Invite students to show with their hands and bodies what these words mean before rereading the page and then moving on:

- Page 3: cascade (pour down rapidly and in large quantities)
- Page 5: plunging (pushing or thrusting quickly)
- Page 11: palisades (a high line of cliffs)
- Page 13: veils (covers)
- Page 15: reappear (appear again)
- Page 17: returning (coming back)
- Page 19: gleaming (shining brightly)
- Page 21: drench (completely soak)

- Before reading the informational text pages at the back of the book, Turn and Talk:

“What is this book about?” (water and how it moves in nature)

“What did you learn about water from the book?” (Responses will vary, but may include: Water can be found in many places in nature.)

“What did you enjoy about the book?” (Responses will vary, but may include: the illustrations, the author’s use of descriptive language to bring the way the water moves to life)

- Think-Triad-Share:

“Remember that the central message is a big idea the author wants you to understand and take away from reading this book. What do you think the central message of the book is? What makes you think that?” (Water is everywhere.)

“What in the text makes you think so?” (Responses will vary.)

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target. Select one or two students showing they feel they have met the learning target to provide evidence of why.

Meeting Students' Needs

- For ELLs and students who may need additional support with vocabulary: (Parts of Speech: Explaining Function) As students use their hands and bodies to show the meaning of new words, invite them to determine each word's part of speech. Challenge them to explain how they can "prove" which part of speech each word falls under. Provide sentence frames for support. (Example: I know _____ [cascade] is a _____ [verb] because it tells/describes _____ [the action of the water].) Add words to the corresponding example column on the Parts of Speech anchor chart (see "For heavier support"). (MMR)
- For ELLs and students who may need additional support with vocabulary: (Morphology: Prefixes) Remind students that a prefix is added to the beginning of a word to modify its meaning. Invite ELLs to notice a common prefix in the words *reappear* and *return* to help determine their meaning (*re* = again). Encourage students to use affixes throughout the unit to determine the meaning of new words and phrases, as well as to determine the part of speech of words when possible. (MMR)
- For students who may need additional support with comprehension: Consider bringing the selected words to prominence with highlighting tape. This will highlight the gist of the book for students (how water moves in nature). (MMR)

Closing and Assessment

A. KWEL Chart: Freshwater Around the World (10 minutes)

- Display the **KWEL Chart: Freshwater Around the World**. Focus students on the question at the top of the chart and read it aloud:
 - "Why are the world's freshwater sources threatened?"
- Explain the KWEL table as needed (K = what we know or think we know, prior knowledge about the topic; W = what we want to know, our questions; E = evidence; and L = what we learned; in the Source column, write the source of the information recorded on the chart).
- For each column, do a Think-Triad-Share and use total participation techniques to select three or four students to share out. Record their responses on the KWEL chart.
- Tell students that they will add to this chart over the course of the unit.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Fishbowl) Invite three confident students to Fishbowl the process of discussing and sharing responses for each column of the KWEL chart. Encourage students to use the sentence starters at the top of each column as they share. This provides them with a model and minimizes confusion about the activity. (MMAE, MME)
- For students who may need additional support in verbal expression: During the Think-Triad-Share, invite students to jot down their ideas on an index card for reference as they share with the whole group. (MMAE, MME)

Homework

A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.