

Lesson 9: Determining the Main Idea: Pages 22–23 of *One Well: The Story of Water on Earth*



CCS Standards

- **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.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area*.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **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.
- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1a:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- **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.



Daily Learning Targets

- I can explain the function of adverbs. (L.3.1a)
- I can determine the main ideas and supporting details of pages 22–23 of *One Well*. (RI.3.1, RI.3.2)

Ongoing Assessment

- Determining the Main Ideas note-catcher (RI.3.1, RI.3.2)

Agenda

1. Opening

- A. Engaging the Reader: *One Well*, Pages 22–23 (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Language Dive: The Function of Adverbs (15 minutes)
- B. Determining the Main Ideas: *One Well*, Pages 22–23 (15 minutes)

3. Closing and Assessment

- A. Researching: Why Must We Act Now to Protect Our Water Supply? (20 minutes)

4. Homework

- A. Complete the Language Dive Practice: *One Well*: Adverbs in your Unit 1 homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- All parts of this lesson contain repeated routines from Lessons 6–8. Refer to those lessons for more detail as needed.
- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from *One Well*. Note that the sentence in this Language Dive is the same as in the Lesson 7 Language Dive. The focus of this Language Dive is describing the function of adverbs (L.3.1a). Students then apply their understanding of the meaning and structure of this sentence when determining the function of adverbs in texts and during the End of Unit 1 Assessment. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads aloud *One Well* in Opening A.
- Students focus on working to become effective learners with a characteristic of their choice.

How this lesson builds on previous work:

- In Lessons 6–8, students read pages 16–19 and 20–21 of *One Well* to determine the main idea and supporting details. In this lesson, they read pages 22–23 to determine the main idea and supporting details.
- In Lessons 7–8, students collected notes on a research note-catcher about the issue of access to water. In this lesson, they use a new research note-catcher for the issue of demands on water.

Areas in which students may need additional support:

- Students may need additional support determining the main idea and supporting details of a text and choosing information to include on their research note-catchers. Invite those students who may require additional support to sit together for teacher help.

Assessment guidance:

- Review students' Determining the Main Ideas note-catchers and research note-catchers to identify common issues for use as whole group teaching points.
- Collect the Language Dive Practice: *One Well*: Adjectives homework from Lesson 6. Refer to the Language Dive Practice: *One Well*: Adjectives (answers, for teacher reference) as necessary.

Down the road:

- In the next lesson, students determine the main idea and supporting details of the informational text "Population Growth" before comparing the main idea and supporting details to those on pages 22–23 of *One Well*.

In advance:

- Strategically group students into pairs for work in this lesson, with at least one strong reader per pair.
- Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.
- 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.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.B.6, 3.I.B.7, 3.I.B.8, 3.I.C.10, 3.II.B.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to engage in familiar routines for determining main ideas and supporting details and for gathering research on the issue of demands on water. This lesson also builds on students' understanding of parts of speech by explicitly discussing the function of adverbs.
- ELLs may find it challenging to work in pairs to complete the research note-catcher during Closing and Assessment. Model and think aloud the process as needed and work closely with students who need additional support (see levels of support and the Meeting Students' Needs section).

Levels of support*For lighter support:*

- The supports in this lesson and in Lesson 10 are similar to the supports in Lessons 7–8, as the tasks mirror one another. Based on student performance in Lessons 7–8, consider releasing students from some of the supports applied in those lessons to foster independence and assess student progress.
- During Work Time A, explain that the word *demands* can be used as a noun or verb. Invite students to determine the function of *demands* in the section title. (It is a noun because it tells us the topic of this section of the book.) Challenge students to use *demands* in a sentence as a noun, and then as a verb. (Examples: His long showers put serious demands on the water supply. [noun]. My mom demands that I clean my room every weekend. [verb])

For heavier support:

- Prepare the Descriptive Language Construction Board (see Module 3, Unit 3) to reinforce student understanding of the function of adjectives and adverbs during this unit. Attach the following sentence frame in the middle: “I am _____ [adverb] _____ [adjective].” Students will insert adjectives and adverbs to describe themselves during Opening B in preparation for explaining the function of adverbs in the Language Dive, as well as during the end of unit assessment.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students. Continue to provide visual display of questions and student responses on chart paper or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may struggle with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons with *One Well* to support them in understanding the value and relevance of the activities in this lesson. Continue to provide prompts and sentence frames for those students who require them.

Vocabulary**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- adverbs (L)
- demands, population (T)

Materials

- ✓ *One Well* (from Lesson 2; one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Domain-Specific Word Wall (begun in Module 1; added to during Opening A)
- ✓ Parts of Speech anchor chart (begun in Module 1; added to during Work Time A)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Language Dive Guide: *One Well*: Adverbs (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Module 3, Unit 1, Lesson 7)
 - Language Dive Chunk Chart: *One Well*: Adverbs (for teacher reference)
 - Language Dive Note-catcher: *One Well*: Adverbs (one per student and one to display)
 - Language Dive Sentence Strip Chunks: *One Well*: Adverbs (one to display)
- ✓ Colored pencil (green; used by the teacher to underline adverbs on the Parts of Speech anchor chart)
- ✓ Determining the Main Ideas Note-catcher: Pages 22–23 of *One Well* (one per student and one for display)
- ✓ Determining the Main Ideas Note-catcher: Pages 22–23 of *One Well* (example, for teacher reference)
- ✓ Research Note-catcher: Demands on Water (one per student and one to display)
- ✓ Performance Task anchor chart (begun in Lesson 1)
- ✓ Research Note-catcher: Demands on Water (example, for teacher reference)
- ✓ Language Dive Practice: *One Well*: Adjectives (homework from Lesson 6; one per student)
- ✓ Language Dive Practice: *One Well*: Adjectives (answers, for teacher reference)

Opening

A. Engaging the Reader: *One Well*, Pages 22–23 (5 minutes)

- Move students into pre-determined pairs.
- Invite students to retrieve their copies of *One Well* and to turn to page 22.
- Read pages 22–23 aloud as students read along silently in their heads.
- Think-Pair-Share:
 - “**What is the gist of these pages? What are they mostly about?**” (*The population is growing, which means we need more water, and each person is using more water.*)
- Focus students on the word *demands* in the title. Invite them to count how many times they see this word and a very similar word (demand) on these pages (four). Use total participation techniques to select students to read the four sentences containing this word on pages 22–23.
- Focus students on the vocabulary strategies on the **Close Readers Do These Things anchor chart** and invite students to work in pairs to determine the meaning of the word.
- Use total participation techniques to select students to share their responses whole group (how and for what something is needed).

- Focus students on the word *population*. Invite them to count how many times they see this word on these pages (four). Use total participation techniques to select students to read the four sentences containing this word on pages 22–23.
- Think-Pair-Share:
“Using the context and reading around the word, what do you think this means?” (the number of people)
- Add *demands* and *population* to the **Domain-Specific Word Wall** with translations in home languages.

Meeting Students’ Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Recounting) Before reading, invite students to recount the main ideas from the previous sections of *One Well* in 30 seconds or less (with feedback) and then again in 20 seconds or less with a partner. (MMR)
- For ELLs and students who may need additional support with comprehension: (Visual Reinforcement/Acting Out Word Meanings) Consider adding a sketch or drawing next to *demands* and *population* and/or inviting students to act out the meaning of each word as it is added to the Domain-Specific Word Wall. (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
“I can explain the function of adverbs.”
“I can determine the main ideas and supporting details of pages 22–23 of One Well.”
- Focus students on the first learning target. Underline the word adverbs. Focus students on the **Parts of Speech anchor chart**. Turn and Talk:
“What is an adverb?” (a word that describes a verb, an adjective, or another adverb)
- Remind students that they have seen the second learning target in previous lessons.
- 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: (Descriptive Language Construction Board: Using Adverbs) Direct students’ attention to the Descriptive Language Construction Board (see “For heavier support”) and briefly review the adverbs on the board. Remind them that in Lesson 6, they completed the sentence frame with an adjective to describe themselves. Invite them to now complete the sentence frame using an adjective and an adverb: “I am _____ [adverb] _____ [adjective].” (Example: I

am especially curious.) Encourage students to explain the function of the adverb in the sentence. Add any new adverbs students suggest to the board.

- For students who may need additional support with motivation: Ask students to give specific examples of how they have worked toward similar learning targets in this unit. (MME)

Work Time

A. Language Dive: The Function of Adverbs (15 minutes)

- Tell students they will now participate in a Language Dive using the same format from Module 3.
- Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Think-Pair-Share:
 - ***“What is one question you can ask during a Language Dive?” (Responses will vary.)***
- Reread Paragraph 3 on page 20 of *One Well*.
- Focus on the sentence:
 - “Because water is not evenly distributed across the globe, nearly one-fifth of the world’s population does not have access to enough water.”
- Remind students that they participated in a Language Dive of this sentence in Lesson 9 and that today they will look at it more closely.
- Use the **Language Dive Guide: One Well : Adverbs** and **Language Dive Chunk Chart: One Well : Adverbs** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: One Well : Adverbs** and **Language Dive Sentence Strip Chunks: One Well : Adverbs**.
- After the Language Dive:
 - Underline the word *adverb* in the table in the Parts of Speech anchor chart using a green **colored pencil**.
 - Write the Language Dive sentence under the table and underline the adverbs *evenly* and *nearly* using the colored pencil.
- 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 met the learning target to provide evidence.

Meeting Students' Needs

- For ELLs and students who may need additional support with vocabulary: (Parts of Speech: Identifying) Read the other two Language Dive sentences under the table on the Parts of Speech anchor chart and challenge students to identify any adverbs in each sentence. Challenge them to “prove” how the words they suggest are adverbs. Clarify as needed, underline any adverbs in green, and add them to the Examples column on the chart. (MMR)

Work Time

B. Determining the Main Ideas: *One Well*, Pages 22–23 (15 minutes)

- Distribute **Determining the Main Ideas Note-catcher: Pages 22–23 of *One Well*** and use the same routine from the Closing of Lesson 6 to guide students through determining the main idea(s) and supporting details of the text:
- Refocus whole group and use a total participation technique to select students to share their main ideas and supporting details. Refer to the **Determining the Main Ideas Note-catcher: Pages 22–23 of *One Well* (example, for teacher reference)** as necessary.
- 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 and how well they demonstrated the habit from the Working to Become Effective Learners anchor chart that they decided to focus on today. Select one or two students showing they met the learning target to provide evidence.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Sharing Strategies) Invite students to continue to share strategies they have used to help them determine the main idea and supporting details of the sections they have read so far. Provide sentence frames for support. (MMAE, MME)
- For students who may need additional support with organizing ideas for written expression: Give students an opportunity to verbally recall their learning and rehearse their ideas with a partner before writing. This may allow them additional time to organize their thinking. (MMAE)

Closing and Assessment

A. Researching: Why Must We Act Now to Protect Our Water Supply? (20 minutes)

- Distribute and display the **research note-catcher**.
- Focus students on the question at the top of the note-catcher:
 - “Why must we act now to protect our water supply?”
- Remind students of the **Performance Task anchor chart** and of the PSA they will create about a water issue. Tell students that *One Well* and other texts they will read in this unit will help them research to answer the question at the top of their note-catcher.
- Point out that this research note-catcher contains the same boxes as the previous one: Issue, Impact, Action, and Call to Action. Remind students what kind of information to record in each box as needed.
- Tell students that this time they are going to work in pairs, rather than as a whole group, to complete their research note-catchers.

- Post and review the following process for completing the note-catcher:
 1. Read the question.
 2. Refer back to the text.
 3. Say the answer orally to your partner, using the sentence starter provided in the box.
 4. Record the answer.
- Remind students that they may not find answers to all of the questions on these pages of text, but not to worry because they will read more texts in Unit 2 to answer these questions.
- Invite students to begin and circulate to support them as they complete their note-catchers. Refer to the **Research Note-catcher: Demands on Water (example, for teacher reference)** as necessary. Ask questions to guide student thinking:

“Where does it say that in the text?”
- Collect the **Language Dive Practice: One Well: Adjectives** homework from Lesson 6. See **Language Dive Practice: One Well: Adjectives (answers, for teacher reference)**.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Highlighting and Rephrasing Key Sentences) Consider highlighting key sentences on pages 22–23 of *One Well* that encapsulate the ideas in each section of the research note-catcher. Invite students to identify which sentence best articulates each idea (issue, impact, action, and call to action) and then to rephrase the sentence in their own words before adding their thinking to the note-catcher. (MMR)
- For ELLs and students who may need additional support with expression: (Sentence Starters) Encourage students to use the sentence starters on the research note-catcher when sharing their thinking about the issue, impact, action, and call to action. (MMAE)

Homework

A. Complete the Language Dive Practice V: *One Well*: Adverbs in your Unit 1 homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from grades 4 or 6, or record an audio response. (MMAE)