

Education Language Arts

Grade 3: Module 4: Unit 2

Homework Resources (for Families)

Unit 2: Developing an Opinion: The Importance of Water Conservation

Common Core State Standards addressed: RI.3.1, RI.3.6, W.3.1, W.3.4, L.3.1b, L.3.5a



Guiding Questions and Big Ideas

Why are the world's freshwater sources threatened?

- *Water is a finite resource.*
- *The demands on water and water pollution threaten our freshwater sources.*
- *Due to rainfall, freshwater is not distributed equally around the world.*

How do people persuade others to take action to contribute to a better world?

- *People persuade others to take action by explaining the issue with researched facts and evidence and providing realistic, manageable solutions in an engaging and meaningful way.*

What will your student be doing at school?

In Unit 2, students build on their knowledge of the three water issues begun in Unit 1—access to water, demands on water, and water pollution—to develop an opinion on the importance of conserving water. In the first half of the unit they read new texts, comparing the point of view of the authors to their own point of view about water. In the second half of the unit, students research actions to help solve the issues related to water and consider the importance of solving these issues. Then, with teacher guidance, students write an opinion essay using the Painted Essay® structure about the importance of conserving water through the lens of water pollution, drawing from their research throughout the module so far. For the End of Unit 2 Assessment, students plan and write a new opinion essay about the importance of conserving water through the lens of demand for water.

Working to contribute to a better world is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take care of and improve our shared spaces and the environment.
- I apply my learning to help our school, the community, and the environment.

The Language standards that students will focus on in this unit require them to:

- L.3.1b: Form and use regular and irregular plural nouns.
- L.3.5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Plural Nouns:

Singular nouns are one person, place, thing, or idea. Plural nouns are more than one person, place, thing, or idea.

To form regular plural nouns, an -s or -es is added to the end of the noun. If the noun ends in -y, the -y is dropped and an -ies is added.

Some nouns are irregular and do not follow these rules in the plural form.

Irregular: Nouns ending in -f or -fe

To form the plural of nouns ending in -f or -fe, change the -f or -fe to -ve and then add an -s.

Examples:

Singular	Plural
calf	calves
shelf	shelves

Irregular: Changing vowels, the word, or adding a different ending

To form the plural of some nouns, the vowel is changed, the entire word is changed, or the ending is changed.

Examples:

Singular	Plural
man, woman	men, women
mouse	mice
child	children
person	people

Irregular: Same Spelling

To form the plural of some nouns, the spelling is the same as the singular form.

Examples:

Singular	Plural
deer	deer
fish	fish

The Painted Essay® Template

The Painted Essay®

A tool for teaching basic essay form

Introduction: RED <i>Catches the readers' attention Gives some background information</i>	
FOCUS STATEMENT: GREEN	
Point 1: YELLOW	Point 2: BLUE

Proof Paragraph 1: YELLOW <i>Gives evidence and reasons to support Point 1</i>

Proof Paragraph 2: BLUE <i>Gives evidence and reasons to support Point 2</i>

Conclusion: GREEN <i>What? So What?</i>
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How can you support your student at home?

- Research and discuss water issues, particularly local water issues.
- Consider measuring how much water being used at home.
- Practice forming an opinion and supporting it with reasons and evidence.

Unit 2: Homework

In this unit, homework focuses on research reading and forming and using plural nouns.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topical vocabulary:** words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* would be found on the topic of frogs.

Water Around the World

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students interact with a variety of texts and images to discuss challenges related to clean water and the importance of protecting our water supply. They are introduced to the writing prompt they will be working toward throughout the unit.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students read <i>The Boy Who Harnessed the Wind</i> , a narrative nonfiction picture book about a boy living in Africa who developed wind-powered wells to bring water to his village. They compare the authors' point of view to their own point of view.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students closely read a new informational text, answering text-dependent questions, describing the author's point of view, and comparing it to their own point of view about an issue related to water.	1. Research reading and answering prompt 2. Language Dive Practice: <i>The Boy Who Harnessed the Wind</i>	1. Teacher will check independent reading journals strategically. 2. Lesson 5	
4	For the mid-unit assessment, students read a new informational text, comparing the author's point of view to their own point of view about an issue related to water.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students are introduced to the Painted Essay® and analyze a model opinion essay using this structure.	1. Research reading and answering prompt 2. Language Dive Practice: Model Opinion Essay	1. Teacher will check independent reading journals strategically. 2. Lesson 7	
6	Students read a new excerpt from <i>One Well</i> and reread texts from throughout the module to research solutions for issues related to water and the importance of working to solve these problems.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students plan their opinion essay by identifying information from their research to use in each part of the essay and color-coding their notes.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students write the introduction to their opinion essay and practice forming and using regular plural nouns.	1. Plural Nouns I 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
9	Students write the first proof paragraph of their opinion essay, explaining how the water issue affects everyone.	1. Plural Nouns II 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
10	Students write the second proof paragraph of their opinion essay, describing actions people can take to help solve the issue related to water.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students write the concluding paragraphs of their opinion essay and practice forming and using irregular plural nouns.	1. Plural Nouns III 2. Research reading and answering prompt	1. Lesson 13 2. Teacher will check independent reading journals strategically.	
12	Students receive peer critique of their opinion essay focused on using linking words and phrases and correct use of plural nouns. Then, students revise their essay.	1. Plural Nouns IV 2. Research reading and answering prompt	1. Lesson 13 2. Teacher will check independent reading journals strategically.	
13	Students plan a new opinion essay. Then, for Part I of the end of unit assessment, they use their plan to draft their essay.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
14	For Part II of the end of unit assessment, students revise their new opinion essay for linking words and phrases and correct use of plural nouns. Then, students select one of the two essays written throughout the unit and share it with their peers.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 11/03/2017

Book Title and Author: “*One Well*” by Rochelle Strauss

Pages Read: pages 16–17

Prompt: What is the main idea of the text you read? What are some of the key details, and how do they support the main idea?

Response: The main idea is that people have always depended on water and use it for many different things. Some of the key details that support this main idea are that some of things we use water for include using it at home for cleaning, cooking, drinking, flushing toilets, and bathing, and using it to make things like computers and cars.

Independent Reading Prompts

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about the importance of water?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Homework: Language Dive Practice: *The Boy Who Harnessed the Wind*

Name: _____ Date: _____

- Look at the scrambled sentence below from *The Boy Who Harnessed the Wind*. Write it in the correct sequence:

turning the maize into dust.	each morning	the sun rose angry	Without water,	and scorched the fields,
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- Why does the author tell us that **"the sun rose angry"** in the sentence above? Circle the best answer.
 to help the reader imagine the intensity of the sun's heat when there was no water
 to tell the reader how the sun feels
 to help the reader imagine what the sun looks like

- Complete the sentence frame to describe the sun after William's windmill brought water to the village:

With water, the sun _____
 each morning. [verb] [adjective]

- What is the meaning of **"turning the maize into dust"** in the sentence above?

Homework: Language Dive Practice: Model Opinion Essay

Name: _____ **Date:** _____

- Look at the scrambled sentence below from the model opinion essay. Write it in the correct sequence:

enough freshwater.	do not have access to	Millions of people
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- Read the sentences below. Then, underline the regular plural nouns and circle the irregular plural nouns.

Example: Millions of *people* do not have access to enough freshwater.

Many children in the world love toys.

Animals need water to survive, just like women, men, and children.

- Cross out the plural nouns that are used incorrectly in the sentence below. Then, rewrite the sentence, using the correct form of plural nouns.

Millions of persons, including childs, don't have the water they need to survive.

Homework: Plural Nouns I

Name: _____ **Date:** _____

Directions: Underline the nouns in each sentence. Label each noun with an "s" for singular or a "p" for plural.

1. Each person in North America uses 550 liters of water every day.
2. Millions of people do not have access to enough freshwater.
3. Some farmers do not have enough water to grow their crops.
4. Some families don't even have enough water for simple needs like drinking, cooking, and cleaning.

Directions: Change the nouns from the singular form to the plural form.

Singular	Plural
baby	
ball	
glass	

Singular	Plural
lunch	
city	
farmer	

Homework: Plural Nouns II**Name:** _____ **Date:** _____**Directions:** Change the nouns from the singular form to the plural form.

Singular	Plural
problem	
backyard	
factory	

Singular	Plural
sickness	
animal	
lake	

Directions: Complete each sentence with the correct plural noun.

1. We can make our _____ clean and safe for everyone!
river
2. Cleanup _____ pick up trash to keep it from washing into
volunteer
oceans and lakes.
3. In parts of many _____ around the world, people do not
country
have access to clean water.

Homework: Plural Nouns III

Name: _____ **Date:** _____

Directions: Change the nouns from the singular form to the plural form.

Singular	Plural
life	
mouse	
person	

Singular	Plural
self	
goose	
loaf	

Directions: Read each sentence. Is the underlined noun singular or plural?

1. The <u>children</u> walked to the well with their water jugs.	singular plural
2. My <u>foot</u> hurt after walking so far to collect my water for the day.	singular plural
3. The <u>man</u> explained how the windmill is used to pump water.	singular plural
4. Turn the water off when you're not using it while you brush your <u>teeth</u> .	singular plural

Homework: Plural Nouns IV**Name:** _____ **Date:** _____**Directions:** Complete the table below with the noun's singular or plural form.

Singular	Plural
	women
brush	
candy	

Singular	Plural
bottle	
	people
	sheep

Directions: Complete the sentence with the correct plural noun.

1. "And because it is all connected, how we treat the water in the well will affect every species on the planet, including us, now and for _____ to come."
year

One Well: The Story of Water on Earth, page 4

2. "Taking _____ to conserve water can help save the well."
action

One Well: The Story of Water on Earth, page 26

3. "... _____ and litter can all end up in local _____."
leaf waterway

One Well: The Story of Water on Earth, page 29