



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 1

Reading and Talking with Peers: A Carousel of Photos and Texts about Water



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

- I can effectively participate in a conversation with my peers and adults. (SL.3.1)
- I can express ideas using carefully chosen words. (L.3.3)
- I can retell key ideas from an informational text. (RI.3.2)
- 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)

Supporting Learning Targets

- I can talk with my partner in order to record what I notice and wonder about photographs.
- I can identify key details using vivid words and phrases about water in the photographs.
- I can use key details in the photographs to ask questions about water.
- I can ask and answer questions about a text.

Ongoing Assessment

- Observation of partner discussions
- Contributions to conversation norms
- Asking and Answering Questions about Mystery Excerpts



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Carousel Protocol: Water Photographs (15 minutes)</p> <p>B. Predicting from Text: Excerpts from <i>One Well: The Story of Water on Earth, Come On, Rain!</i>, and “Where in the World Is Water?” (15 minutes)</p> <p>C. Introduction to <i>One Well: The Story of Water on Earth</i> (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>B. Introducing Recommended Texts for the Unit (5 minutes)</p> <p>4. Homework</p> <p>A. Tell an adult you know about the photographs you saw and the texts you read. What will you learn about in the coming weeks?</p> <p>B. Continue with your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form.</p>	<ul style="list-style-type: none">• This module opens in a similar way to Modules 1, 2, and 3, with a carousel; however, the photographs will <i>not</i> be a mystery. The purpose of the carousel is for students to identify key details they notice in the photographs and use this information to ask questions about the topic, water.• Do not tell students the guiding question(s) for the module until the end of the lesson. At this point, students’ thinking about the theme of the module is based on their notices and wonders.• The guiding questions related to the carousel are:<ul style="list-style-type: none">* Where does our water come from?* What happens when people don’t have access to clean water?• The final guiding question of this module is:<ul style="list-style-type: none">* How do writers use evidence from text to strengthen their message?• During Work Time B, students read excerpts from texts to predict the main idea of the module. Some excerpts are from a book on the Recommended Texts list, <i>Come On, Rain!</i> by Karen Hesse. This book is not a central text; however, you may choose to read it aloud at some point during the study.• In advance: Post charts around the room with photographs of water (see Work Time, Part A). These photographs should depict water forms and natural features, such as waterfalls, oceans, a water drop, and a puddle. Samples of photographs you might consider using can be found in the supporting materials. There are beautiful photographs in the recommended text <i>A Cool Drink of Water</i> by Barbara Kerley.• Find the Class Norms for Conversation (from Module 1, Unit 1, Lesson 4) or create a new chart. During this lesson, students identified norms for a quality classroom conversation (e.g., everyone gets a chance to speak, participants ask questions of one another to extend conversation).• Prepare the directions for the Carousel activity to be posted in the classroom.• Prepare the module’s guiding questions on chart paper to be posted prominently somewhere in the classroom throughout the study.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • Gather materials from the Recommended Texts list to make available for students throughout this unit for independent reading (see Grade 3, Module 4, Unit 1, Recommended Texts). Having students read a high volume of text at their independent reading level on the topic of study will help build both their content knowledge and their literacy skills. Students can begin a new book from the list once they have finished their current independent reading book; they should continue to track their reading using the Independent Reading recording form (see supporting materials). • Review: Think-Pair-Share, Fist to Five, and Carousel protocols (Appendix 1). • Students may need other basic vocabulary words clarified: <i>question</i>, <i>conversation</i>, and <i>excerpt</i>. • During this unit, students will use a variety of recording forms to respond to their reading and develop vocabulary. Consider developing a simple organization system for students to keep track of their materials: A folder, binder, or notebook could be used for this purpose (see the Preparation and Materials section in the Module Overview).

Lesson Vocabulary	Materials
<p>key details, vivid words and phrases, adjective, record, notice, wonder, norms</p>	<ul style="list-style-type: none"> • Water photographs and recommended links for Carousel protocol • Six pieces of chart paper (one for each photo/illustration) with T-chart: What I Notice/ What I Wonder • Markers (ideally a different color for each pair) • Conversation Criteria checklist (one for teacher use) • Asking and Answering Questions about Mystery Excerpts (one per student) • <i>One Well: The Story of Water on Earth</i> by Rochelle Strauss (book; one per student) • Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and direct students to today's learning targets. Circle the term <i>key details</i>. Ask students to talk with a partner about what this phrase means. Ask a few to share out to check for understanding.• Explain to students that today they will practice identifying key details with different photographs of water and excerpts from challenging texts as they begin their new topic of study as readers and writers. Tell students that they will try to ask questions about water looking at photos and reading excerpts from texts. As they are looking, reading, and discussing with peers, their job is to try to figure out what they will study in this module based on the details they see in the photos and texts.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a question mark over a student's head for <i>ask questions</i>, or a magnifying glass over a picture for <i>find</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted learning targets.• Provide an illustrated anchor chart of question words (e.g., a clock for <i>when</i>) to assist students needing additional support with learning the structure to ask questions.



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Water Photographs (15 minutes)</p> <ul style="list-style-type: none"> • Be sure that six photographs and six I Notice/I Wonder T-charts are placed in stations around the room. • Because this is a familiar task to students, they do not need to practice. Tell students: “Unlike in the past when you’ve participated in this activity, today’s photographs are not a mystery; they are all pictures of water. Your task is to identify the key details using vivid words and phrases.” Provide a quick example, such as: “Rain cascades from the sky, soaking the earth.” Remind them that they have already worked hard on vivid words and phrases this year, and this is their opportunity to practice. Point out that they should write the key details in the What I Notice column of their recording form. • Remind students that when they “wonder,” they ask questions based on the key details they see in the photograph. They will write their questions in the What I Wonder column on their recording form. Use this opportunity to reinforce how to format a question using ending punctuation. • Revisit the learning target: “I can identify key details using vivid words and phrases about water in the photographs.” Use the Fist to Five protocol to gauge how well the class understands the target and the Carousel protocol. Answer questions as needed to ensure students’ readiness. • Then, place students into groups of four. • Remind students about good conversational norms. Refer back to their work in previous modules, when they collaborated in small groups and were assessed on how well they worked with others. Review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc. • Each group of four will begin in a different area of the room for the carousel. Post and read aloud the directions: <ol style="list-style-type: none"> 1. Look at the photograph. Talk with your group about details you notice. 2. Talk with your group about the questions you wonder. 3. THEN, after you have talked, use your marker to add to the chart in the same way you practiced as a class. 4. Remember to use vivid words and phrases for your notices. 5. Remember to use “question” words for your wonderings: “Who, what, when, where, why, how ...?” • Start each group of four at one station with one illustration/photograph and an I Notice/I Wonder T-chart. Consider using the Conversation Criteria checklist to assess how well students are following the conversation norms, if you feel it is necessary. • After 2 to 3 minutes, students rotate to a new station. 	<ul style="list-style-type: none"> • Clarifying vocabulary meets the needs of ELLs and other students developing academic language. • ELLs can write their “notices” in their native language if they don’t know a word in English. For students needing additional support, “notices” can also be drawn, circled, or marked with a sticky note on the photographs. • For students who need help completing multistep directions, provide a step by-step visual of the protocol. • Use thoughtful grouping. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students have completed a couple of the stations, it might be a good idea to stop them to praise their conversation skills, as well as remind them of expectations.• Repeat until they have interacted with each photograph.	



Work Time (continued)	Meeting Students' Needs
<p>B. Predicting from Text: Excerpts from <i>One Well: The Story of Water on Earth, Come On, Rain!</i>, and “Where in the World Is Water?” (15 minutes)</p> <ul style="list-style-type: none"> • Gather students back in the circle. Tell them that they will talk about these photos again at the end of class today. • Tell students that they will continue to become great readers during this study, encountering a few different types of texts. Right now, they are going to get a glimpse of a few excerpts from a variety of texts. Briefly review <i>excerpt</i>: a short part of a book. • Tell students that their job will be to read the text and ask questions that the text brings to their minds. For today, they get to just be curious: It is okay if they don't have answers yet. • They will then try to use clues, like words and phrases, to write possible answers to their questions and guess what the main idea of our study is. Tell them that there may be a lot of words in these excerpts that they don't know. That is fine. Encourage them to underline unfamiliar words and circle words that might help them think about the meaning of the excerpt. • Because students have completed a similar task in previous modules, let students dive in without much guided practice. • Distribute Asking and Answering Questions about Mystery Excerpts to each student. Review the directions: <ol style="list-style-type: none"> 1. Read the quote. It is okay if you don't understand it yet. 2. Think of a question you have based on what you read. 3. Underline words you don't know or can't figure out. 4. Circle words that help you figure out possible answers to those questions. 5. Write possible answers to your questions, using complete sentences. • Have students think and talk with a partner first. Then they can individually write down their questions. • Circulate and support as needed. Encourage students to read each text excerpt thoroughly and to identify genuine questions based on what they read. Remind students to circle any unfamiliar words. • Questions you might ask students to support them include: <ul style="list-style-type: none"> * What words do you notice that might be important? * What do you think the quote is mostly about? * What questions do you have? 	<ul style="list-style-type: none"> • Read the text excerpts aloud to support ELLs and other students who might be challenged by this task. • Consider providing fewer text excerpts to students who may be challenged by large amounts of text.



Work Time (continued)	Meeting Students' Needs
<p>C. Introduction to One Well: The Story of Water on Earth (15 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of <i>One Well</i> to each student. Explain to students that this is a nonfiction book, or informational text, that they will closely read over the next week. This will help them become experts on the topic of water. Tell students that this book is about one topic, but that different pages or sections discuss different ideas about water. Explain that they won't read the whole book; instead, they will read specific sections closely to identify the main ideas about water.• Ask the class to identify the meaning of the words <i>nonfiction</i> and <i>informational</i>. Once these words are defined, tell students that informational text is often presented differently than fiction, such as a chapter book (use <i>Peter Pan</i> as an example if you've just finished Module 3).• Next, have students take a text walk. Ask them to look through the book and focus on the features that will help them understand the text. Ask: "What features in this informational book, <i>One Well</i>, help you understand the text?" Call on a few students and look for responses such as illustrations, text boxes, captions, headings or titles, data.• Finally, read aloud page 4 of <i>One Well</i> fluently and without interruption. Let students know that they will have the opportunity to reread this section and talk about it next lesson, but for now their job is to listen and follow along.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group to debrief today's Work Time. Post all of their T-charts so students can see patterns. Ask a handful of students to share out what they noticed and wondered: "What worked well with your partner discussions today?" • Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed. • Invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw and read today. Ask: "Why do you think that?" "How does that fit with what you saw in the photographs or read in the text excerpts?" This is a good opportunity to reinforce the importance of providing evidence, which will be stressed throughout the module. • Introduce the guiding questions for this module: <ul style="list-style-type: none"> * Where does our water come from? * What happens when people don't have access to clean water? * How do writers use evidence from text to strengthen their message? • Share with students that they will return to these questions often during the next few weeks. Post them somewhere prominently in the classroom. Tell students that they will become experts on water. Review the word <i>experts</i> with the class. • Explain to students that for the next few lessons, they will learn where water is on earth. Point out that they also have opportunities to build their <i>expertise</i> by reading even more books on their own. 	<ul style="list-style-type: none"> • Posting sentence frames can assist ELLs and other students who need help in contributing to classroom discussions. (For example: "I see many_____, so I think we might study_____.")
<p>B. Introducing Recommended Texts for the Unit (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that just as with the other modules, there are many books that they can read on their own throughout the unit. Distribute books to pairs of students so they may have an idea of the types of books that are on the recommended list. • After a minute, ask students to switch with another partnership so they may look at another book. Repeat as time permits. 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell an adult you know about the photographs you saw and the texts you read. What will you learn about in the coming weeks?• Continue with your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form. <p><i>Note: In Lesson 2, students closely read pages 4–7 of One Well: The Story of Water on Earth. Become familiar with this text to best support your class during Work Time.</i></p>	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



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Supporting Materials



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Water Photographs and Recommended Links for Carousel Protocol
For Teacher Reference; Adapt to Suit



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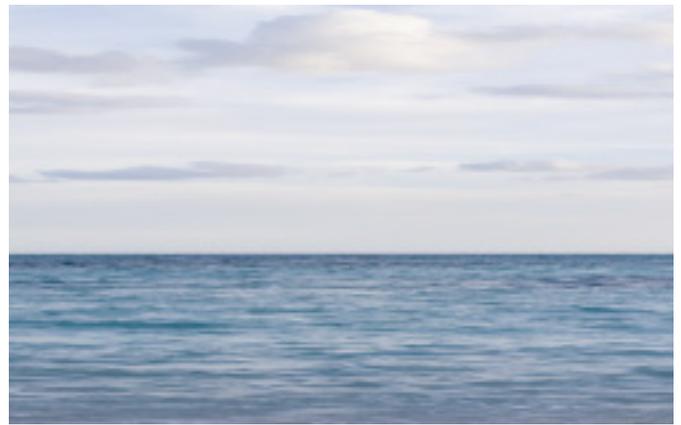
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Water Photographs and Recommended Links for Carousel Protocol
For Teacher Reference; Adapt to Suit



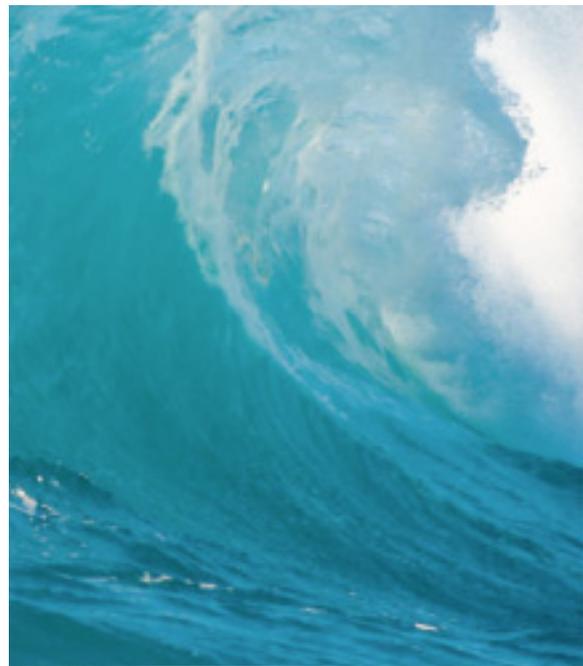
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Asking and Answering Questions about Mystery Excerpts

Name: _____

Date: _____

Directions:

Read the quote. It is okay if you don't understand it yet.

Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.

Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!

Circle words that help you figure out possible answers to those questions.

Write possible answers to your questions using complete sentences.

Part 1: Mystery Text Quotes

Quote:	“Imagine for a moment that all the water on Earth came from just one well. This isn't as strange as it sounds. All water on Earth is connected, so there really is just one source of water—one global well—from which we draw our water.”
Questions I have:	



Asking and Answering Questions about Mystery Excerpts

Quote:	<p>“The first drops plop down big, making dust dance all around us. Then a deeper gray descends and the air cools and the clouds burst,</p> <p>and suddenly rain is everywhere. ‘Come on, rain!’ we shout.”</p>						
Questions I have:	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						



Asking and Answering Questions about Mystery Excerpts

Quote:	“Water has the power to change everything. A single splash can sprout a seed, quench a thirst, provide a habitat, generate energy and sustain life. It also has the power to unite—or divide—the world. Water is the most basic and important need of all life on Earth.”
Questions I have:	



Asking and Answering Questions about Mystery Excerpts

Quote:	“Not all of our water is on the surface of the earth. Some of it is underground. Water will find its way into the tiniest of cracks in rocks. The soil soaks up water like a sponge. Our soil holds a lot of the water on earth. Sometimes that water is deep in the ground in aquifers. An aquifer is sort of like an underground lake; the water is stored in between layers of rock, deep in the ground. People drill holes through the rock to access the water underground. This is an important source of drinking water for people in the world.”						
Questions I have:	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						

Part 2: Where is water on earth? Use evidence from the text to support your thinking.



Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Just as we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

I think this word is precise because

2. Write down any word or words you found that you are unsure about.

Words:

I think this means
