



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 4

Asking and Answering Questions about *One Well*, “People at the Well” (Pages 16 and 17), Part 2



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “People at the Well.”
- I can answer questions using specific details from “People at the Well.”
- I can document my learning by taking notes about how people use water.

Ongoing Assessment

- Student copies of Asking and Answering Questions recording form—with questions (from Lesson 3)
- Back-to-Back, Front-to-Front protocol (based on homework from Lesson 3)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: The Water We Use (13 minutes)B. Review the Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Our New Questions and Thinking (10 minutes)B. Documenting Other Important Details (17 minutes)C. Listing Important Details about Demands on Water (8 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Written Conversation (5 minutes)B. Adding to the Researching Text Anchor Chart (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">• Throughout Module 4, there is less scaffolding: Students access text with greater independence (moving them toward RI.3.10). Having students work independently with a text first will give you a chance to assess their ability to read the text on their own and access the strategies you have been developing throughout the year.• Students should be in the same pairs as in Lesson 3 for reading. For other paired activities, consider pairing students randomly.• In advance: For homework of Lesson 13 on Unit 1, students were asked to bring a gallon jug. Gather these jugs together someplace where it will be easy for students to see them. (If you seat students in a circle, consider putting the jugs in the middle of the circle at the start of the lesson.)



Lesson Vocabulary	Materials
<p>act out (e.g., perform), pantomime; same vocabulary from the text as in Lesson 3.</p>	<ul style="list-style-type: none">• Gallon containers• Water usage table: http://www.nyc.gov/html/dep/html/residents/wateruse.shtml• Document camera• Asking and Answering Questions recording form (teacher model)• White board and marker (one per student; or a piece of scratch paper)• Researching Text anchor chart (begun in Lesson 3)• Asking and Answering Questions recording form—with questions (from Lesson 3)• <i>One Well</i>, “People at the Well” section (book; one per student)• Equity sticks• Demand for Water anchor chart (new; created by students in Work Time C)• Large sticky note or strip of paper and tape for each student• Slip of paper for every student• Independent Reading recording form (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: The Water We Use (13 minutes)</p> <ul style="list-style-type: none"> • Ask students to review the list of ways people use water that they made for their homework. Invite them to select three specific demands for water that they can <i>act out</i> or silently perform for one another (<i>pantomime</i>). • Tell students that they are going to do an activity called • Back-to-Back, Front-to-Front. Ask students to stand back-to-back with a partner. Say: “When I say front-to-front, turn around and silently act out your use. Watch what your partner does, too, and call out your guess. The only rule is that you have to stay in the same place. When I say back-to-back, turn around again.” • Do two or three rounds of Back-to-Back, Front-to-Front. In each round, call out a few of the uses that you saw. • Call students together. Remind them that in the text yesterday, they read a lot about the various demands on water and a few specific facts about how much water some of our common activities take. Say: “If I call your name, take a gallon container and stand up in front of the class. When you think that there are enough students standing to flush the toilet just once, raise your hand.” Call students, one at a time, until you have three or four students standing in front of the class (it takes 3.5 gallons). (If students raise their hands sooner than this, let them know it will require more, and keep calling students.) • Once three or four students are standing, ask: <ul style="list-style-type: none"> * “Do any of you have a new question or new thinking from seeing this?” • Call on volunteers to respond. Tell students that like researchers, they are using their new learning to inspire new thinking and questions. • If time allows, repeat this activity with other water facts from the water usage table. Select examples that connect to the uses that the students acted out during Back-to-Back, Front-to-Front (i.e., connecting common activities they pantomimed with the number of gallons of water used for a particular activity). 	<ul style="list-style-type: none"> • If students do not have their homework, ask them to think of three ways they use water so that they can participate in the activity. • Model this activity to support visual learners. • Activities that incorporate movement support both ELLs and kinesthetic learners.
<p>B. Review the Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students to the targets. Point out that they are the same as yesterday’s as the class will be continuing to ask and answer questions about “People at the Well.” 	



Work Time	Meeting Students’ Needs
<p>A. Identifying Our New Questions and Thinking (10 minutes)</p> <ul style="list-style-type: none">• Using the document camera, project the Asking and Answering Questions recording form (teacher model). Point out the last column, “My new questions or thinking.” Say: “Just as you observed the number of gallons various activities take, now you are going to think of new questions or thinking from the details you recorded.”• Ensure each student has a white board and marker. Let them know that they will have 2 minutes to write down one new question they have, based on the details they recorded.• When time is up, ask students to hold up their questions. Prompt them to look around the room and to read a few of their classmates’ questions. Ask students to share a few questions they think are particularly strong and why they think these are good questions. Add these ideas to the “Asking NEW questions” section of the Researching Text anchor chart. If needed, restate a few of the stronger questions/statements. Remind students that researchers ask questions that take their thinking deeper, not just any question that pops in their head. They stay away from silly questions (e.g., “Why is the cow black and white?”) and questions that show they need to think more (e.g., “Why did the author include the detail about how much water it takes to make milk?”)• Have students take out their own copies of the Asking and Answering Questions recording form—with questions (from Lesson 3). Give students 5 minutes to record their questions and new thinking.• While students are working, write your own questions/thinking in the “My new questions or thinking” section of the recording form. Include the detail about how much water it takes to make a glass of milk. Write: “How much water does it take to make other things?”• Gather students together. Tell them they are going to share some of their questions, and you would like them to give a thumbs-up each time they hear a question they think could be answered by this text. Call on a few volunteers to share their questions. If students give a thumbs-up at inappropriate times, ask them why they think this question could be answered by the text. Help to clarify their thinking as needed.• Complete this activity by focusing students on your copy of the Asking and Answering Questions recording form on the document camera. Tell students that as you read your questions/thinking aloud, they should give a thumbs-up if they think it can be answered by the text.	<ul style="list-style-type: none">• Mixing partners for the sharing serves two primary purposes: 1) to support the possible sharing of new information and 2) to give students an opportunity to work with someone new. If your class does not easily pair, either have students share with their existing partner or predetermine pairs.• Have students work with a partner to generate their question.



Work Time (continued)	Meeting Students’ Needs
<p>B. Documenting Other Important Details (17 minutes)</p> <p><i>Note: Students will need access to One Well, “People at the Well” (pages 16 and 17).</i></p> <ul style="list-style-type: none"> • Tell students: “I noticed that many of you thought that my question “How much water does it take to make other things?” could be answered by this text. I think so, too, so I am going to write it in the first column. Take 3 minutes to work with your partner to see if you can find at least one detail to answer this question.” • Give students 3 minutes to work; then use equity sticks to call on a student to share the detail he or she found as well as the location. Record these on your recording form (e.g., bike = 34 gallons/¶ 5). • Tell students that most of the time their initial questions won’t lead to all the important details that the author wanted to share. Their job is to dig deeply into the text and search for the most important information. If they find an important detail they don’t have a question for, they should just put an “X” in the question column and record the details and any new questions or thinking. • Give students about 8 minutes to work independently to continue to record details. Tell them they can ask their partners for help if they need support. • As students work, circulate and observe. Make sure they are using the recording form correctly. Ask them questions like: <ul style="list-style-type: none"> * “Do you think you can find answers to any of your questions in the text?” * “What is another important detail that the author wanted you to know about how people use water?” * “Why do you think the author included the detail ‘Water was even used to make the paper for this book—and the ink used to print the words?’” 	
<p>C. Listing Important Details about Demands on Water (8 minutes)</p> <ul style="list-style-type: none"> • Gather students together. Ask them to quickly find a new partner. Tell them to each share one important detail they learned about the demand for water and then decide together which detail they want to add to the Demand for Water anchor chart. Remind students that although there was a lot of interesting information in this text, they should select a detail that will really help others understand the demand for water. • Tell students that when they know the important detail they want to share, to give you the silent signal and you will bring them a large sticky note to write their detail on. • As students finish writing their details, ask them to add them to the anchor chart. Select a few to read aloud to the class. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Written Conversation (5 minutes)</p> <ul style="list-style-type: none">• Post the question: “What is one question you have about how researchers ask and answer questions using text?”• Pass out a slip of paper to each student. Tell the students: “Write your question and then pass it to your partner from the last activity. When you get your partner’s question, answer it with something you have figured out or ask a new question. Pass the slips of paper back and forth until time is up.”	
<p>B. Adding to the Researching Text Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Call the students together. Ask if they have any new ideas to add to the Researching Text anchor chart for their conversation with their partner. Add these in the appropriate areas.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book and complete your Independent Reading recording form.	



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Supporting Materials



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Researching Text Anchor Chart
For Teacher Reference - Adapt Based on Student Responses

Note: You will continue to build this anchor chart and use it through the end of the unit. To support the organization of information on this anchor chart, consider including the following bolded headings.

Researching Text

Asking INITIAL questions

(From previous lesson, answers will vary)

Think about the topic, then ...

- Read the title.
- Look at the pictures.

(May be new additions)

Answering questions

(From previous lesson)

Read the fact boxes next to the picture the question is about.

Get the gist of each paragraph and see if it answers the question.

(May be new additions)

Asking NEW questions

(Answers will vary)

Ask questions that take your thinking deeper. Avoid silly questions or “how come” questions.

How does asking and answering questions about text help researchers?

(Probably not addressed in this lesson; may come up in the closing)



Asking and Answering Questions
Recording Form Teacher Model

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
<p>How do people use water?</p>	<ol style="list-style-type: none"> 1. 69% = agriculture (grow food, raise animals) 2. At home: baths, cooking, drinking, etc. 3. 21% = making things we use (industry) 4. It takes a lot of water to make a glass of milk or fast-food lunch 	<ol style="list-style-type: none"> 1. ¶ 4 2. ¶ 2 and blue boxes 3. ¶ 3 and yellow box 4. Purple and pink boxes 	
<p>What do animals like cows have to do with water?</p>	<p>49 gallons of water = one glass of milk</p>	<p>Purple box</p>	



Asking and Answering Questions
Recording Form - Answers for Teacher Reference

NOTE: Answers will vary greatly throughout this recording form. Students may use examples from the teacher model (as below), but this is not necessary. Make sure key details are pulled from the text and that the locations correspond to the key details.

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
How do people use water?	<ol style="list-style-type: none"> 69% = agriculture (grow food, raise animals) At home: baths, cooking, drinking, etc. 21% = making things we use (industry) It takes a lot of water to make a glass of milk or fast-food lunch 	<ol style="list-style-type: none"> ¶ 4 ¶ 2 and blue boxes ¶ 3 and yellow box Purple and pink boxes 	
What do animals like cows have to do with water?	49 gallons of water = one glass of milk	Purple box	
How much water does it take to make other things?	Bike = 34 gallons fast food lunch= 1375 gallons car = 38,800 gallons	¶ 5 pink box yellow box	Is there a way to use less water to make things?



Asking and Answering Questions
Recording Form - Answers for Teacher Reference

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
xx	A billion people eat fish for protein	Green box	What will happen to the fish and the people who eat them if we use up the water making other things?



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book:	
Pages Read:	

Read your independent reading book. Follow the direction in each section.
Use this chart to keep track of what you read.

Where	Who	What

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 _____



Independent Reading Recording Form

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

Words	I think this means