

ELA: Grade 3, Lesson 17, Where is Water on Earth?

Lesson Focus: learn vocabulary and how to access the main ideas of an information text

Practice Focus: students will build content and vocabulary knowledge

Objective: Students will closely read *One Well: The Story of Water of Earth* to engage in content with a focus on building content and vocabulary knowledge.

Academic Vocabulary: nonfiction, informational, well, draw, global

TN Standards: 3.FL.VA.7a, 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.W.RBPK

Teacher Materials:

- The Teacher Packet for ELA, Grade 3, Lesson 17

Student Materials:

- Two pieces of paper, pencil, surface to write on
- Independent Practice assignment from Lesson 16
- The Student Packet for ELA, Grade 3, Lesson 17 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our third graders out there, though everyone is welcome to tune in. This lesson is the second in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on https://www.tn.gov/education/. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning where water is on Earth and how to identify the main idea of each chapter. Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Two pieces of paper, pencil, surface to write on • Independent Practice assignment from Lesson 16 • The Student Packet for ELA, Grade 3, Lesson 17 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (5 min)</p> <p>Did you enjoy our virtual field trip around the world through photographs in our last lesson? I sure did! Not only did we see photos of water from around the earth, we found key</p>	<p>Students will recall key concepts, vocabulary, and information from the first lesson on water.</p>

details in the photos and used vivid language to describe them. Our goal was to spark our interest in where water is found on Earth and begin conversations about the water cycle. At the end of our lesson, I gave you an assignment to read a quote and follow a few simple steps to support your understanding. Let's take a look at that assignment.

I'll pause here for you to get out your assignment from lesson 16. [Pause.]

[Show Slide 2. Click through as directed to display animated sections.]

Directions: 1. Read the quote. It was okay if you didn't understand it.

"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,
and suddenly
rain is everywhere.
'Come on, rain!' we shout."

2. 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! [Click through and follow the text boxes on the slide.]

Circle words that help you figure out possible answers to those questions. [Show Slide 3.] Think of a question you have based on what you read. It might have been a question you were curious about, or a question about a word or phrase that you did not understand. Write possible answers to your questions using complete sentences. Good readers use these simple strategies to help them understand text. Excellent work!

Now let's add our learning from the last lesson to this lesson.

[Show Slide 4.] Today our goal is to closely read our text, *One Well: The Story of Water on Earth* and find the main idea of our text. Stay with me on this ride to become an expert on water!

While this lesson looks very differently than you're regular classroom lesson, there are some parts of the lesson that will be familiar. For the beginning section of our lesson, I will help prepare you for the learning and assignments. Next, we

Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.

will work together just before I ask you to practice on your own with my support. Finally, I will assign you independent work for you to complete after the video ends.

Before splashing into our text, let's identify the meaning of the words *nonfiction* and *informational*. You will be closely reading nonfiction and informational texts this week in our lessons on water. Understanding the features and characteristics of different types of texts help the reader understand the topic or content in the text.

Please get prepared with one sheet of paper, your pencil, and a place to write on.

[Show Slide 6.] I'll show you how I made a quick graphic organizer to help with this lesson. I labeled it "Note Catcher." Please draw this organizer on your paper. You will use this note catcher to organize your notes as we learn together today. [Pause.]

What does nonfiction mean? Please jot your thoughts in the section that says, "nonfiction" in your note catcher. Also, add what you know about nonfiction or what you need to know about nonfiction texts in the last column.

[Show Slide 7.] [Pause.] Thank you for completing your note catcher for nonfiction. You did it! Nonfiction is a large category of texts that means the text is real or true. Nonfiction texts include writing that is based on facts, real events, and real people, such as biography or history. Today, our text is all about fascinating water facts.

Now, back to your organizer. What is the definition of informational text? Please complete all parts of your note catcher being sure to add what text features you would see in informational text. [Pause.] [Show Slide 8.]

Ah! Good answers! Your understanding of our text and its features will help you become EXPERTS on the topic of water! The photos you will see in the last lesson were on one topic. Today's lesson is based on one topic, but different pages or sections discuss different ideas about water. Informational text is often presented differently than fiction, such as a chapter book, like *Charlotte's Web*. I heard you say you might see photographs, illustrations, text boxes, captions, headings, titles, and data charts. Excellent thinking!

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<p>Teacher Model/Read-Aloud (10 min)</p> <p>It's time to read our text, <i>One Well: Story of Water on Earth</i>. This informational text is written by Rochelle Strauss and illustrated by Rosemary Woods. As you listen, please keep in mind our studies of the water photographs.</p> <p>We begin with the heading, "One Well." Good readers use headings to prepare themselves for the topic of the text under that heading. Also, listen for words you may not understand.</p> <p>One Well</p> <p>Imagine for a moment that all the water on Earth came from just one well. This <i>isn't</i> 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 all draw our water. Every ocean wave, every lake, stream and underground river, every raindrop and snowflake and every bit of ice in glaciers and polar <i>ice caps</i> is part of this global well. So whether you are turning on a faucet in North America, pulling water from a well in Kenya or bathing in a river in India, it is all the same water. 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 years to come.</p> <p>Here is where I admit to you that this is a HUGE concept I never thought of and certainly didn't understand! To completely understand, I first need to ensure I know each word.</p> <p>The first word I take a pause for is "well." Interesting....usually I think of "well" associated with feeling good, or not sick. However, that context doesn't make sense in this paragraph. No words point me toward a topic of no sickness. As a good reader, I then seek to understand which meaning of "well" is in use in this text. I'll reread....Ok, got it! The very first line gives me the clues I need.</p> <p>Listen to the first line, "Imagine for a moment that all the water on Earth came from just one well." So this tells me water is coming from a well. Now I know a well is a place that holds water. A well must be a source, or supply, of water. To check for understanding, I'll reread the sentence using the definition I think is correct. It must make sense! Here I go.... "Imagine for a moment that all the water on Earth came from just one place for a water source or supply." Yes!! That definition works in this text. This reminds me that</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Identify here the key concepts or takeaways the students will glean from the text.</p>
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<p>many, many words we use have multiple meanings. As I read, it is important to have the correct definition in mind.</p> <p>Speaking of multiple meaning words, I also heard the word “draw” in the text. It said, “All water on Earth is connected, so there really is just one source of water — one global well— from which we all draw our water.” Knowing we are taking water out of the well helps me match the correct definition to draw. Draw, in this case means to take or pull. —One global well—from which we all take or pull our water.</p> <p>I’m going to add those notes to my note catcher. I’ll pause for you to add notes too. [Show Slide 9.] [Pause.] Perfect! We are moving on! Know I understand “well”</p> <p>Every ocean wave, every lake, stream and underground river, every raindrop and snowflake and every bit of ice in glaciers and polar ice caps is part of this global well.</p> <p>I know I can figure this out! It is very important that I don’t skip over this key concept. I’ll share how I will think through this. A well is a noun, therefore, I think the word “global” must be an adjective that describes, or gives more information, about the well. I think about what global might mean. The first step for me is to look for a word or part of a word I might know in the word I’m trying to figure out. Hmm, “global.” That sounds like a word I know: <i>globe</i>. I know that this word means ‘the world’ or ‘earth.’ That makes me think that this word means ‘all over the world.’”</p> <p>Just as I modeled earlier, I will reread the sentence and replace “global well” with my understanding. Listen to hear if my newly made sentence makes sense.</p> <p>Every ocean wave, every lake, stream and underground river, every raindrop and snowflake and every bit of ice in glaciers and polar ice caps is part of this world source or supply of water.</p> <p>We did it again! I’ll pause while you add this to your note catcher. [Show Slide 10.] [Pause.]</p>	
<p>Guided Practice (10 min)</p> <p>We have added tools to our tool belt. Understanding all words in a text is a tool I want to use! As we move forward, you will need another sheet of paper, a pencil, and a surface to write on. Please prepare yourself for our learning. [Pause.]</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will find the main ideas in informational text. These main</p>

<p>Now I'll ask you to draw this simple graphic organizer. [Show Slide 11.] [Pause.]</p> <p>Listen carefully for directions as we work together. We will be finding key details to support our main idea of text. Also, look at the illustrations to help find the main idea. You practiced this skill in the last lesson.</p> <p>Don't worry! We are a team and I will help you as we move along. My job is to reread the text; your job is to listen carefully to find facts, definitions, and details that will support the main idea. [Show Slide 12.] [Pause.]</p> <p>[Show Slide 13.] Starting at the bottom, I'll complete my chart. Study it with me. [Pause.]</p> <p>Studying the illustration carefully:</p> <ul style="list-style-type: none"> • I noticed a well that people use as a source or supply of water. • I noticed the illustration shows a large ocean. • I noticed animals, people, and plants use water. <p>Please complete the BOTTOM rectangle of your Main Idea and Key Details Graphic Organizer. [Show Slide 14.] Get ready! We will work together to find the key details of our text.</p> <p>One Well</p> <p>Imagine for a moment that all the water on Earth came from just one well. This <i>isn't</i> 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 all draw our water. Every ocean wave, every lake, stream and underground river, every raindrop and snowflake and every bit of ice in glaciers and polar <i>ice caps</i> is part of this global well. So whether you are turning on a faucet in North America, pulling water from a well in Kenya or bathing in a river in India, it is all the same water. 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 years to come.</p> <p>I'll start. The author told us in the third sentence that, "All water on Earth is connected," so I think this is the topic sentence. Also, I remember the heading was "One Well," and we saw where and how water was used in the illustration." Those three clues help me know this is a key detail.</p>	<p>ideas will be accumulated to create a summary in these water lessons.</p>
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<p>You're next. Using facts and vocabulary we learned, what key details did you hear in the text? [Pause.]</p> <p>I knew you could do this! Yes, you correctly said the Earth has one source or supply of water. Thank you for using the understanding of "global well" and the context words around that sentence for evidence.</p> <p>Another great answer! You said, "EVERY drop or form of water on Earth is from the global well. " I love hearing the text evidence of the author's words such as: every ocean wave, lake, stream, raindrop, snowflake, glacier, and polar icecap is from the global well.</p> <p>An ice cap is a covering of ice over a large area found mostly in the polar regions of our planet.</p> <p>Please add these notes to your graphic organizer. [Show Slide 15.] [Pause.]</p> <p>Now, we simply put our details from the text and illustrations together to identify the main idea of our text. I believe in you!! Please review your graphic organizer and write the main idea of the text in the top section of the organizer. [Pause.]</p> <p>You sound like fourth graders! I heard you say, "How we treat our water in the global well will affect every species on the planet, right now and for years to come." Being a good writer, the author closed the paragraph with the main idea to make sure she put the details together to support the reader. [Show Slide 16.] [Pause.]</p> <p>Reflecting on the main idea, I am amazed at this information that I learned along with you.</p>	
<p><u>Independent Work</u> (3 min)</p> <p>After working together in this lesson, it has come to the time to give you an assignment for you to complete independently after this lesson.</p> <p>You will need another sheet of paper, a pencil, and a surface to write on. [Pause.]</p> <p>Directions: Your assignment is to write a paragraph that explains where water is on earth. Use specific facts, definitions, and details from the text to support your writing. Use your graphic organizer for support also.</p>	<p>Students will synthesize their notes on key ideas from the text, photos, and illustrations into a summary paragraph.</p>

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I'll stop here and give you time to write down your assignment. [Show Slide 17.]	
<u>Closing</u> (1 min) I enjoyed closely reading our text today! We learned a global concept that Earth's water is connected. We also engaged with several vocabulary words that we will read about, think about, talk about, and write about. Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!	

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