

ELA: Grade 3, Lesson 20, Working Water Cycle

**Lesson Focus:** Students will access key details and main ideas of an informational text.

**Practice Focus:** Students will identify key details and consolidate those details to identify the main idea.

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

**Academic Vocabulary:** review of water unit vocabulary: recycle, evaporate, precipitation, condensation, water vapor, water cycle, quench

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

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 3, Lesson 20

**Student Materials:**

- The student packet for ELA, Grade 3, Lesson 20 which can be found at [www.tn.gov/education](http://www.tn.gov/education)
- Three pieces of paper, pencil, and a surface to write on

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>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 fifth in this week's series.</b></p> <p><b>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!</b></p> <p><b>If you didn't see our previous lesson, you can find it on <a href="https://www.tn.gov/education/">https://www.tn.gov/education/</a>. 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 concepts we learned previously.</b></p> <p><b>[Show Slide 2.] Today we will be learning about using key details to understand the author's message! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"> <li>• The student packet for ELA, Grade 3, Lesson 20 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> <li>• Three pieces of paper, pencil, and a surface to write on</li> </ul> <p><b>Ok, let's begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p><b>Intro</b> (6 min)</p> <p><b>[Show Slide 3.] Being a good reader, I took time to reflect and wonder about my new information from the last lesson. I wondered how we could possibly share water around the globe and have the same water supply for thousands and</b></p>	<p>Students will recall tiers 2 and 3 vocabulary, and information from previous lessons.</p>

thousands of years. Does that sound gross to you? It does to me! I would be very interested to learn how the water becomes clean again. A little research will help me understand the cleaning process. That research will be for another day.

For now, our jumping-off point will be reflecting on our previous lesson. Our time together was spent on learning new vocabulary in preparation for today's lesson. Please prepare for our review by gathering your vocabulary organizer. I'll pause here. [Pause.]

[Show Slide 4.] The directions were to complete the graphic organizer and

- Use your note catcher to do so.
- Say each word out loud.
- Draw a picture.
- Write a complete sentence.
- Spell the vocabulary words correctly.

[Show Slide 5.] Did you have fun adding details to your illustrations? I can't wait to see your pictures and the sentences for each word! Your work may look something like this example. Let's take a look together. [Show Slide 6.]

[Point to each section of the organizer as you read.] **Recycle-** One of my students drew a globe with arrows to show how water is reused over and over. Her sentence was: Much like I recycle plastic products at my home, the Earth recycles its water. We have recycled the same water for hundreds of thousands of years.

**Quench-** One of my listeners drew a boy quenching his thirst by drinking water. His sentence was: Even though our water cycles through the ground and the atmosphere, I drink clean, fresh water to quench my thirst.

[Show Slide 7.] [Point to each section of the organizer as you read.] **Cycle/Water Cycle -** One student drew a colorful picture of the water cycle and added a picture arrows showing a cycle. Her complete sentence to provide information was: When I see a drawing of the water cycle, it helps me understand how all water is connected from one source called the global well.

**Evaporate-** Take a look at this budding artist's drawing of evaporation. It includes the sun and liquid evaporating. Check out this excellent sentence. The process of

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.

<p>evaporation, part of the water cycle, explains how a puddle is in the street and disappears shortly after the sun comes out.</p> <p>[Show Slide 8.] [Point to each section of the organizer as you read.] <b>Water vapor-</b> This creative student drew a teapot to show water vapor. Look at that steam! His sentence was: The process of water changing form into water vapor is much like when the teapot screams and spits steam on my stove!</p> <p><b>Condensation-</b> One of your third grade classmates drew a picture of a glass with condensation droplets on the outside. Your classmate wrote this sentence: On a hot summer day, my icy glass of lemonade becomes wet with condensation.</p> <p><b>Precipitation-</b> This third grade friend drew three kinds of precipitation! He drew rain, snow, and hail. His sentence gave so much information! It was: When the clouds get too heavy with water droplets, they burst and the precipitation falls to Earth. Depending on the air temperature and conditions, precipitation could be rain, sleet, or hail.</p> <p>In this lesson, we will closely read our text, <i>One Well: The Story of Water on Earth</i>, and specifically the chapter titled “Recycling Water in the Well.” Our goal is to understand the text and add the learning from the first four lessons. When we put these pieces of information together, we have the ability to become experts on the global well and the water cycle.</p> <p>Join me on this quest to continue learning about our global well! Remember, the global well refers to the one water source that supplies the whole world with water.</p>	
<p><b>Teacher Model/Read-Aloud</b> (8 min)</p> <p>It’s time to continue reading 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 that water is all connected and comes from one source. Now, after working to understand our vocabulary in the last lesson, we will use key details in each paragraph to understand how the global well works.</p> <p>As I read the first paragraph, listen carefully to understand why the author gave us this information. What was the purpose? As a good reader, as I complete a small “chunk” of text, I ask myself, “What did the author want me to know,” and I’ll annotate, or make notes, on my handy-dandy organizer.</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>

Please prepare for the lesson by gathering your paper, pencil to write. [Pause.] [Show Slide 9.] Please draw this organizer on your paper. I'll pause to give you a moment. [Pause.]

Here we go.

The water you drank today may have rained down on the Amazon rainforest five years ago. A hundred years ago, it may have been steam escaping a teapot in India. Ten thousand years ago, it may have flowed in an underground river. A hundred thousand years ago, it may have been frozen solid in a glacier. And a hundred million years ago, it may have quenched the thirst of a dinosaur. [Pause.]

I'll invite you into my brain as I think through identifying the key details and answering the question, "What did the author want me to know.

[Think aloud.] Hmm.., first I notice how strong the first sentence was. The thought of drinking five year old water that may have fallen in the dirty rainforest with bugs, snakes, and monkeys is GROSS! I don't think this is the normal way to start a paragraph. This sentence sure caught my attention quickly! As the sentences continued, I noticed the author continued to go back in time, back to a hundred million years ago. AND she took us on a journey ALL over the world. She mentioned the rainforest, India, underground, on a glacier, and to the land of dinosaurs. If that wasn't crafty enough, I also noticed the One Well author, introduced her chapter by mentioning many forms of water she had explained in her previous chapter. Some of these forms and locations of water included rain, steam, underground water, and glaciers. What a skilled and crafty author! Interesting how this author used her skills to pack so much information in one paragraph.

But back to my question, "What did the author want me to know." In a powerful opening, this author wanted me to understand the concept of our world having the same water from the beginning of Earth. We have used and reused the same water since Earth began.

Let's stop here and add to our graphic organizer to collect our thoughts. Add this key detail. [Show Slide 10.] [Pause.] Good! Thank you!

We will add to our learning with the next paragraph. This time, listen for the topic sentence. Thinking of the heading

Students will read closely to identify the key details to consolidate their learning into a main idea.

<p>again, “Recycling Water in the Well,” I’m listening for the topic sentence now. How will the author tell me what we will be learning in this chapter in the topic sentence? Listen as I read.</p> <p>The amount of water on Earth doesn’t change -- there’s no more water now than when the dinosaurs walked the Earth. The same water just keeps going through a cycle over and over again. This constant movement of water is called the water cycle.</p> <p>Let’s see. I think I understand the focus and topic of this chapter more clearly now. The first sentence clearly states, in two ways, that the amount of water on Earth doesn’t change and we have had the same amount of water since the time of dinosaurs. Thinking back to the chapter title, “Recycling Water in the Well” and my vocabulary word, recycle, I’ve NAILED IT! Remember? Recycle means to make waste reusable again, to use over and over. Got it! This crafty author tied the chapter heading into the topic at hand. We are going to learn about the water cycle! Earth’s water cycle means we have the same amount of water on Earth forever. [Show Slide 11.] Add to your notes, please. [Pause.]</p> <p>Keeping the topic of the water cycle in mind, I’ll read the next paragraph.</p> <p>During the water cycle, water evaporates from oceans, lakes, rivers, ponds and puddles, even from plants and animals. It rises into the air as water vapor.</p> <p>While this is a short paragraph, I access my knowledge of the word evaporate. Let’s see, I know it means when the water rises. Let me look again. The phrase, “during the water cycle” tells me that evaporation is one of the steps in the water cycle. The last sentence, “It rises into the air as water vapor,” tells me what is happening in this step. So I’ll think aloud what I’m learning. Evaporation is a step in the water cycle when air rises from water and changes to water vapor. [Show Slide 12.] Add to your notes, please. [Pause.]</p> <p>My job was to share my thinking when gathering key details. Now, it’s your turn to find more key details.</p>	
<p><b>Guided Practice</b> (8 min)</p> <p>Now it’s your turn to NAIL IT! Use the same process as I modeled for the first few paragraphs.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p>

So far, we know the water hasn't changed over time because the water cycle. Also, we know evaporation is the step in the cycle when water rises into the air as water vapor. Listen to identify another step in the water cycle and how it works.

As water vapor rises, it cools into tiny water droplets. This is called condensation. These droplets form clouds. Gradually, clouds collect more and more water droplets. The average white cloud weighs about twice as much as a blue whale.

What is the name of the next step in the water cycle and what happens? I'll pause while you gather your thoughts. [Pause.] Did you access your vocabulary knowledge? [Pause.] [Show Slide 13.] Aren't you smart! Yes, condensation is the next step in the water cycle. You said when the water vapor cools, it forms tiny water droplets. The formation of water droplets from cooling vapor is condensation. You explained this process well! My goodness, did you know a cloud weighed so much? [Pause.] You're right, add this note to your organizer. [Pause.]

I'll read the next paragraph.

When water droplets get too heavy, they fall from the clouds in the form of hail, snow or rain. This precipitation returns to oceans, lakes, and rivers. It also seeps in the soil and down into the groundwater. Year after year, water continuously circulates through the water cycle.

What is the name of the next step in the water cycle and what happens? I'll pause while you gather your thoughts. [Pause.] Did you access your vocabulary knowledge? [Pause.]

[Show Slide 14.] It seems we were correct earlier in saying the author would provide information on the water cycle. For this last step, I heard correctly that precipitation is the step in the water cycle where water droplets fall from the sky as rain, sleet, or snow. This text also told me how the water runs off and even goes into groundwater. I'll pause while you add this note to your organizer. [Pause.]

Now for the challenge. Please reflect on our notes and identify the main idea of this chapter. What did the author want you to know? I'll give you a moment. [Pause.] [Show Slide 15.]

Students will identify the main idea from the key details.

<p><b>I was right! You were up for the challenge! Yes, the main idea was the water cycle causes water on Earth to go through the steps over and over. The effect is we have reused the same water for millions of years. [Show Slide 16.]</b></p>	
<p><b><u>Independent Work</u> (4 min)</b>  <b>After working together in this lesson, it's time to give you an assignment for completion independently after this lesson. [Show Slide 17.] [Pause.] Listen to these facts, the author, added at the end of her text. As you listen, your job is to form an opinion of "WHY" the author added these fact. What did she want us to know? [Pause.]</b></p> <p><b>[Show Slide 18.] How thirsty is a tree? On a summer's day, an average-sized birch tree can draw about 300L 980 U.S. gal.) Of water from the soil. That's almost enough water to fill two large bathtubs.</b></p> <p><b>[Show Slide 19.] Many plants depend on water to disperse their seeds. A coconut (the seed of a palm tree) can spend weeks, months or even years drifting in the ocean before reaching land and sprouting.</b></p> <p><b>[Show Slide 20.] The plants you eat are mostly water. Tomatoes are about 95 percent water. Apples are about 85 percent water. Seeds are among the driest foods – they contain only 5 to 10 percent water.</b></p> <p><b>Did you find those facts interesting? I sure did!</b></p> <p><b>You will need a sheet of paper, a pencil, and a surface to write on. [Pause.] [Show Slide 21.] Here are your directions, please be sure to write them down. I will read them twice. Your assignment is to write an opinion essay. For opinion essay support, please return to the third grade unit on <i>The Tale of Peter Rabbit</i> found on PBS's Tennessee's At Home Learning Series.</b>  <b>Prompt.</b></p> <p><b>In your opinion, why did the author, Rochelle Strauss, add facts at the conclusion of the text?</b>  <b>In your essay, be sure to include:</b></p> <ul style="list-style-type: none"> <li>• <b>An introduction to your topic</b></li> <li>• <b>A clearly stated opinion with supporting reasons.</b></li> <li>• <b>An organizational structure that lists supporting reasons</b></li> <li>• <b>Linking words and phrases</b></li> <li>• <b>An effective concluding statement</b></li> </ul>	<p>Students will complete this consider, form an opinion, and write to articulate their learning. Opinion essay writing connects to the Grade 3 unit on <i>The tale of Peter Rabbit</i>.</p>

## PBS Lesson Series

<ul style="list-style-type: none"><li>• Proper sentence structure and grammar</li></ul> <p><b>I'll stop here and give you time to write down your assignment.</b> [Pause.] [Read directions 2x.]</p>	
<p><b><u>Closing</u></b> (1 min)</p> <p><b>I enjoyed working with you today! Thank you for inviting me into your home as we studied the global well, where water is found on Earth, and the water cycle. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	

<https://openupresources.org/ela-curriculum/>