

ELA: Grade 3, Lesson 16, Water, Water, Everywhere

Lesson Focus: Build background knowledge about where water is found on Earth and the movement of water through the water cycle and the physical landscape from finding key details in photographs.

Practice Focus: Using photographs, students will consider the guiding question “Where does our water come from?”

Objective: Students will use a carousel of photos focused on finding key details in illustrations to build background knowledge about where water is found on earth and the movement of water through the water cycle along with the physical landscape.

Academic Vocabulary: key details, vivid words and phrases

TN Standards: 3.FL.F.5, 3.RI.KID.3, 3.RI.IKI.7, 3.RI.RRTC.10, 3.SL.CC.1, 3.SL.CC.2, 3.W.RBPK.8, 3.W.RBPK.9

Teacher Materials:

- The Teacher Packet for ELA, Grade 3, Lesson 16

Student Materials:

- Three sheets of notebook paper, pencil, and a surface to write on
- The student packet for ELA, Grade 3, Lesson 16 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 first 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 haven’t seen our previous lessons, 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.</p> <p>Would you like to travel around the world with me through photographs? Let’s pretend we are taking a field trip around the world! Join me!</p> <p>Today we will be finding key details in photographs to learn about where water is found on Earth and follow it through the water cycle. Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Three sheets of notebook paper, pencil, and a surface to write on• The student packet for ELA, Grade 3, Lesson 16 which can be found at www.tn.gov/education <p>I’ll pause while you gather your materials for today’s lesson. [Pause.] Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>Intro (3 min.)</p> <p>Today, on our field trip from your house, our goal is to use amazing, remarkable photographs from all over the world to begin understanding where water comes from. In tomorrow’s lesson, we will make predictions about the water cycle based on the text, <i>One Well: The Story of Water on Earth</i>.</p> <p>While this lesson looks very differently than your 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 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.</p> <p>Please get prepared with one sheet of paper, your pencil, and a place to write on. [Show Slide 2.] 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.]</p> <p>What does “key details” mean? Please jot your thoughts in the section that says, “key details” in your note catcher. Also, add what you know about how key details can help you in the last column. [Pause.]</p> <p>As a reminder, our learning target is to find key details in photos focused on water. Your job is to try to figure out what you will study in this unit based on key details you see in the photos and later adding the information from the texts we will read. What does the term “key details” mean? [Pause.]</p> <p>You clearly have listened in class! Yes! The key details in a photo are the specific feature, fact, or item found in the photo with careful study. Key details can be important information about a photo like who, what, when, where, why. These key details give us clues! I’ll stop here for you to add to your note catcher. [Show Slide 3.] [Pause.]</p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous lesson and reflect on and evaluate the independent work they completed after that lesson.</p> <p>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> <p>Students will engage in vocabulary to support them throughout this unit on water. They will use a note catcher to organizer their work.</p>
<p>Teacher Model/Read-Aloud (10 min)</p> <p>Our photos are not mysteries; they are all pictures of water. Your task is to identify the key details using vivid words and phrases.” Now let me think through what “vivid words or phrases” means. When I think of colors, I think of “vivid” colors that are bright and intensely noticeable. Hmmm... I can transfer that to the understanding of vivid words in</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>

writing. If vivid colors are powerful and intense, then “vivid words or phrases” must mean they produce powerful feelings or strong, clear images in the mind.

I can help you understand better by giving you examples: You may want to close your eyes and picture these examples of vivid words in your mind. “The bully bulldozed across the playground to get to the front of the line.” Here is a vivid phrase: “Rain cascades from the sky, soaking the earth.” Now here are some sentences from *Owl Moon*, by Jane Yolen. “The trees stood still as giant statues. And the moon was so bright the sky seemed to shine.” Oh, I can almost see the towering trees standing still and the bright night moon shining on the owl hunters. In our case, vivid language increases the impact or memory of the photograph.

Let’s add the definition and examples to our note catcher. I’ll pause here for you to add to your note catcher. [Show Slide 4.] [Pause.]

Now, I’ll show you extraordinary photos and ask you questions about water based on what you find after looking closely at the picture. This is a good time to turn yourself into a photograph detective!

[Show Slide 5.] Let’s look at this photo together. I’ll pause here while you study carefully. Be sure to look for key details and think of vivid words or phrases to describe who, what, when, where, why, and how. I’ll model the first one for you, then give you time to complete your Photo Journal. [Pause.]

Did you study the photo carefully? Let me share how I found key details.

- First, I studied the photo. Next, I began to write what I noticed.
- Ice chunk.... Hmm... It’s called an iceberg. The ice looks blue. Because there is ice in the water, this must be a bitterly cold place on Earth. Also the iceberg is tall. I wonder how the ice formed so high above the water and why. Can wind move water? Hmm. Thinking of vivid words, I think the iceberg looks imposing, lordly and dignified. These words help me understand the majestic or grand manner in which it sticks up out of the water. When I use these words, I am able to make a mental picture, a picture in my head, of this tall, blue iceberg.
- I also noticed, some water isn’t frozen. The waves look like the water is moving. I got it! I think of the

Students will experience a think-aloud to support how to access unknown vocabulary words and add these notes to their note catcher.

<p>word, “percolate.” Percolate means bubbles. This water is moving and turning over. Thinking of the water percolating, I have an image of moving, bubbling water whisking around the iceberg.</p> <ul style="list-style-type: none"> • From the distance in the photo, I think this is the ocean which is very, very large. The horizon is far away. This ocean looks ominous! Ominous means like danger is close. It is large, dark, and a storm or clouds are reducing how far you can see in the photo. • The sky is a mix of grays, blues, and blacks. I wonder if this is a cloudy day or a storm is coming. There is a break in the clouds far off in the background. Now this word came easily. The sky looks bruised! Everyone knows the colors of a bruise. • I also noticed birds or something in the sky. I assume they are birds, but I can’t quite tell. The photo focuses on the ice and ocean. Are they lonely? Are there more? They are solitary. Solitary means without companions or friends. Is this picture taken away from most people and animals? • After studying the picture closely, I have a clear picture in my mind. I also have questions about the water. Where are the waves going? Where did the water come from? Where is this? Are their icebergs in more than one ocean? <p>You’ll need another sheet of paper, your pencil, and a place to write. Gather your items. We’ll practice filling in your Photo Journal. Please draw this on your paper. [Pause.]</p> <p>[Show Slide 6.] You may have noticed details I missed. Please add any details you saw in the Photo Journal. [Pause.]</p>	
<p>Guided Practice (10 min)</p> <p>Now it’s time for the second picture. [Show Slide 7.]</p> <p>This is an interesting photo! I’ll pause here for you to study this image. Make notes in your note catcher, please. [Pause.]</p> <p>Let’s work on this photo together. We will be detective partners! What did you notice? [Pause.]</p> <ul style="list-style-type: none"> • Oh, I noticed the fog too. I didn’t notice that first; in fact, if I had not studied the photo closely, I think I would have missed it. Good question...I heard someone ask if fog is made from water. • Did you notice the water appears to be moving swiftly? The white parts in the water are called 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will use inquiry to engage them in the study of the water cycle and add background knowledge to kick off the unit on water.</p>

rapids. That means the rocks are causing the water to twist and turn. This motion causes the white tops on the water.

- Your turn! Excellent! You noticed there were rocks in the water. Does this mean the water is shallow, not deep? I think this is a different place than the first picture.
- I saw this is not an ocean, and is likely a river. And, in this picture, we can see land on both sides of this river.
- Wait, what? You noticed the tree in the front has buds! I heard you say you wondered if this was spring and that is very different than the iceberg picture where it was bitterly cold.
- Time to add to your note catcher. Do you have any more questions in mind? Not that's thinking! You said in the first photo, you saw an ocean and that ocean would be saltwater.
- Your question was, "What kind of water is in the river, salt or fresh?"
- Now let me hear what vivid words you heard. I heard eerie because the fog can reduce visibility and can be frightening. I heard peaceful and serene. Someone else said chaotic. That's perfect. Chaotic means full of chaos—lots of motion and moving all over the place without organization. [Pause.]

[Show Slide 8.] This is a good time to add notes for Picture 2.
[Pause.]

[Show Slide 9.] It's your turn to study the picture and make notes. Are you ready? Examine picture 3 and add notes to your note catcher. I'll pause. [Pause.]

[Show Slide 10.] I can't wait to hear your thoughts on photo 3!

- Let's see, I correctly heard you saw tall, thin, green grass. Wispy is an excellent vivid word to describe the grass. It puts an image in my head and helps me understand the grass. Other vivid words I heard were soggy and marshy. Someone wanted to know if there was water under the grass--maybe like a rice field or swamp.
- Some super-duper smart student said they noticed water droplets on the leaves. They had these questions: "Where did the water come from? Had it

<p>rained? If the droplets are dew, where does dew come from? And lastly, where was the water before?</p> <ul style="list-style-type: none"> Someone else noticed what isn't in the picture. Excellent thinking! You said there was no body or large amounts of water like the pictures with the ocean or river. This picture was described as fields of spring green. Here is a question we will answer in our studies of water this week. Look forward to hearing the answer to, "Can water be found in grasslands?" <p>[Slides 11-20 offer five more photos are provided if time allows. Follow the same format of showing the pictures and providing students time to make notes. The reflections are included in the PPT slides for each of the additional photos.]</p>	
<p>Independent Work (3 min)</p> <p>Thank you for working with me today. Now, I'll give you an assignment to complete after this video is over. You will need your last sheet of paper, a pencil, and a place to write. I'll wait while you gather your supplies. [Pause.]</p> <p>I'll give you the directions and give you time to write down the directions and text. [Show Slide 21.] [Pause.]</p> <ol style="list-style-type: none"> 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. <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, and suddenly rain is everywhere. 'Come on, rain!' we shout." [Pause.]</p>	<p>The student will read the text and ask any questions that the text brings to mind. The goal is to spark curiosity, add background knowledge, and support text comprehension.</p>
<p>Closing (1 min)</p> <p>I enjoyed working on finding key details in photographs with you today! We will connect those details and the corresponding questions to our text. We want to make sure</p>	

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<p>to answer your questions as we read closely. 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!</p>	
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