

ELA: Grade 3, Lesson 18, The Water in the Well

Lesson Focus: Students will learn new vocabulary words and how to access the main ideas of informational text.

Practice Focus: Students will build content and vocabulary knowledge.

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

Academic Vocabulary: marsh, groundwater, glacier

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 18

Student Materials:

- Independent Practice assignment from the previous lesson
- Three pieces of paper, pencil, and a surface to write on
- The student packet for ELA, Grade 3, Lesson 18 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 third 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 concepts we learned previously.</p> <p>Today we will be learning about 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">• Independent Practice assignment from the previous lesson• Three pieces of paper, pencil, and a surface to write on• The student packet for ELA, Grade 3, Lesson 18 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>[Show Slide 2.] You know, I didn't realize there was so much information about water I didn't know. In the last lesson, we found out all the water in the whole world is connected! To summarize our learning, let's pull out your summary paragraph from the assignment given to complete after the lesson. Grab your summary paragraph while I wait. [Pause.]</p> <p>[Show Slide 3. Click through the animations SLOWLY as a reminder of the last lesson's learning.] Just in the event you stayed up late last night and can't remember the assignment, we'll take a look at the writing prompt. Your assignment was to write a paragraph that explains where water is on earth.</p> <p>[Show Slide 4.] Good readers and writers use their tools and previous learning to help them. Let's look at our Main Idea Graphic Organizer with our notes. [Show Slide 5.]</p> <p>The time has come for you to tell me what you wrote. [Pause.] Well it seems you learned about Earth's water, and I'd dare say you enjoyed it too! Your paragraph might sound something like this:</p> <p>Every species on the planet uses water, and all water is connected. How well we take care of our water source impacts plants, animals, and people now, and for many centuries to come. Our planet, Earth, has one water source which can be called a global well. That means EVERY drop of water formed, melted, hardened, and rained on Earth is connected. Because we have one source of water, how we treat it is a global affair.</p> <p>Now we are going to connect the last lesson to this lesson, much like water is connected all across the planet.</p> <p>Today our goal is to closely read our text, <i>One Well: The Story of Water on Earth</i>, and specifically the chapter titled The Water in the Well, and find the main idea of our text. Stay with me on this ride 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>Please get prepared with one sheet of paper, your pencil, and a place to write on. [Pause.] [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.]</p>	<p>Students will recall key concepts, vocabulary, and information from the first lesson on water.</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>
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The text is our largest tool. Listen as I read for the vocabulary word, “marsh.” Marsh is a word that you might not have heard before. To understand the text better, we will make sure we understand the words before we find the main idea of the text.

We live on a watery planet. Almost 70 percent of Earth’s surface is covered with water. This surface water is found in oceans, lakes, rivers, streams, marshes, even in puddles and the morning dew. There is so much water that if you looked down at Earth from space, it would appear blue.

But there is also water we can’t see, beneath the Earth’s surface. This “groundwater” can be found just about everywhere—it fills the cracks in rocks and the spaces between rocks, grains of sand and soil. Most groundwater is close to the Earth’s surface, but some of it is buried quite deep. Water is also frozen in glaciers and polar icecaps. And there is water in the atmosphere.

Every one of these water sources feeds Earth’s One Well.

I’ll pull out the sentence with the word, “marsh.” This surface water is found in oceans, lakes, rivers, streams, marshes, even in puddles and the morning dew. I will use a strategy to help me figure out the definition. When I read this sentence, I realized marshes is in a list of places water is found. Therefore, I know a marsh is a place that has water. Unfortunately, I don’t have any other clues in the text, so I used another tool, the dictionary.

A marsh is an area of low land that floods in wet seasons and typically stays soaked all the time; soggy land.

Good readers make notes. Please use your graphic organizer to add the definition and how you knew. [Show Slide 7.] [Pause.]

[Show Slide 8.] To help understand what a marsh is and looks like, take a look at this photograph. Some might call a marsh a swamp. [Pause.]

Glacier was another word that isn’t clearly defined. While we don’t have an exact definition, I’ll use the same strategy as I used with marsh. We will start with rereading the text. Water is also frozen in glaciers and polar icecaps. While I don’t know an exact definition, I know, from the text that a

Students will engage in vocabulary to support them throughout this unit on water. They will use a note catcher to organize their work.

<p>glacier has to do with frozen water. The dictionary helped me fully understand what a glacier is. A glacier is a slowly moving mass or river of ice formed by the accumulation of snow on mountains.</p> <p>[Show Slide 9.] Please add the notes on glacier to your organizer. [Pause.]</p> <p>[Show Slide 10.] To help visualize a glacier, we use photographs. [Pause.]</p> <p>Now for the term groundwater, the author gave us the definition and even where we would find it. I'll reread the sentence. Listen carefully for the definition of groundwater.</p> <p>But there is also water we can't see, beneath the Earth's surface. This "groundwater" can be found just about everywhere—it fills the cracks in rocks and the spaces between rocks, grains of sand and soil. Most groundwater is close to the Earth's surface, but some of it is buried quite deep.</p> <p>We've added to the note catcher for marsh and glacier. Please add what you learned about groundwater to our chart. [Show Slide 11.] [Pause.] Here in the definition I wrote. Did you write something similar to this? [Pause.] Excellent detective work pulling clues from our text! You may add to your notes too. [Pause.]</p> <p>Our text will be easier to understand now that we have an understanding of some vocabulary words based on text, dictionary work, and some photographs. Finding the main idea would be difficult when we don't understand what the author is telling us. We are ready to dive into the text about the location of water around the world.</p>	
<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 that water is all connected and comes from one source. Because our water is all connected, we need to be very aware of how we treat the global well.</p> <p>[Show Slide 12. It is animated.] The Water in the Well</p> <p>We live on a watery planet. Almost 70 percent of Earth's surface is covered with water. This surface water is found in oceans, lakes, rivers, streams, marshes, even in puddles and</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>

the morning dew. There is so much water that if you looked down at Earth from space, it would appear blue.

But there is also water we can't see, beneath the Earth's surface. This "groundwater" can be found just about everywhere—it fills the cracks in rocks and the spaces between rocks, grains of sand and soil. Most groundwater is close to the Earth's surface, but some of it is buried quite deep. Water is also frozen in glaciers and polar icecaps. And there is water in the atmosphere.

Every one of these water sources feeds Earth's One Well.

[Click on Slide 12 for animation.] In informational text, we often find charts to help us organize our thoughts and understanding of the text. This chart, shows the percent. Looking at the percent, what holds the most water on our planet? [Pause.] Yes, oceans hold the vast, or largest amount, of water on our planet. You were right! Our oceans hold a lot of water!

Did you notice the first sentence of our text? It said, "We live on a watery planet." That is a powerful statement. I want to pause here and think through why the author would start with such a simple, yet powerful, simple sentence. When I think of the many millions of people that live on land, I wonder why we would call our planet "watery." Using what I know about our language, I know when the suffix -y is added to a noun, it changes it to an adjective. Take a look.

[Show Slide 13.] Watery means containing or having water. The author wants me to know we have a planet with lots of water. The next sentence tells me exactly how much water our planet has on the surface. I'll read that sentence. Almost 70 percent of Earth's surface is covered with water. Hmm.... I know 50 percent would equal half of Earth's surface. Therefore, 70% is more than half. That's a lot of water!!

Before we find the main idea and key details of our text, there are a couple of sentences that I'd like to examine more closely. Because I know a glacier is a layer of ice packed onto mountains, I wonder if a polar ice cap is similar to a glacier. I don't see text clues, so back to the dictionary I go. To help me, I also looked for photos too. [Show Slide 14.] [Pause.]

The top picture is a picture taken from space of a polar ice cap covering land. The second picture is showing how polar ice caps are masses of ice covering large amounts of land.

<p>Now we've read for vocabulary understanding. It's time to engage with the text to gather key details along with the text evidence. The key details will help me deduce, or figure out the main idea.</p>	
<p>Guided Practice (10 min)</p> <p>We've pulled the text apart, now let's put the text together for meaning. 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>[Show Slide 15.] Now I'll ask you to draw this simple graphic organizer. [Pause.]</p> <p>Listen carefully for directions as we work together. We will be finding key details to support our main idea of text. 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 16.] [Pause.] [Show Slide 17.]</p> <p>Starting at the bottom, I'll complete my chart. Study it with me. [Pause.] The Water in the Well</p> <p>We live on a watery planet. Almost 70 percent of Earth's surface is covered with water. This surface water is found in oceans, lakes, rivers, streams, marshes, even in puddles and the morning dew. There is so much water that if you looked down at Earth from space, it would appear blue.</p> <p>But there is also water we can't see, beneath the Earth's surface. This "groundwater" can be found just about everywhere—it fills the cracks in rocks and the spaces between rocks, grains of sand and soil. Most groundwater is close to the Earth's surface, but some of it is buried quite deep. Water is also frozen in glaciers and polar icecaps. And there is water in the atmosphere.</p> <p>Every one of these water sources feeds Earth's One Well.</p> <p>I'll get us started. We have discussed the fact that Earth's surface is more than half water. This detail supports the topic sentence, "We live on a watery planet."</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 ideas will be accumulated to create a summary in these water lessons.</p>

The next sentence gives me a list of the many places on Earth where water is found. Listen to this sentence again. “This surface water is found in oceans, lakes, rivers, streams, marshes, even in puddles and the morning dew.” I notice the size of the area of water can be very large or very small.

Let’s add this to our organizer. [Show Slide 18.] [Pause.]

Your turn.... I’ll read the next sentence. Listen carefully and be ready to tell me what you learned and why the author included this fact. “There is so much water that if you looked down at Earth from space, it would appear blue.” I’ll pause here. [Pause.]

Aren’t you the smart scientist! Yes, the author told us how the water covers so much of the Earth that the water looks blue and can be seen from space. I heard you say the author was giving a supporting detail to the topic statement about our planet being watery. Thank you for your effort.

The author goes on to say, “But there is also water we can’t see, beneath the Earth’s surface. This “groundwater” can be found just about everywhere—it fills the cracks in rocks and the spaces between rocks, grains of sand and soil. Most groundwater is close to the Earth’s surface, but some of it is buried quite deep.” Why does the author tell us about groundwater? [Pause.]

Right again! I heard you say the author wanted us to know that some of Earth’s water can’t be seen. Groundwater is below ground.

To wrap up this chapter, the author wrote, “Water is also frozen in glaciers and polar icecaps. And there is water in the atmosphere. Every one of these water sources feeds Earth’s One Well.” What key details did you find in these three sentences? [Pause.]

You are good readers! When you read closely, you said the author wanted us to understand that ice is water, just solid water. I think she told us this to add more places that are sources of Earth’s water. In fact, Ms. Strauss, the author, even said there was water in the atmosphere.

Lastly, I’ll check for understanding of the atmosphere. I got this...the atmosphere is the layer of gases that surround our planet. The text said, “And there is water in the

<p>atmosphere.” That is a surprise for me. I didn’t know water was in space around our Earth.</p> <p>Now we are able to add these details to our Main Idea and Key Details organizer. Add these details to your organizer. [Show Slide 19.] [Pause.]</p> <p>Putting all key details together, what is the main idea? [Pause.] Write your thoughts in the organizer. [Pause.]</p> <p>Good job of using the key details to identify the main idea. I heard you say water is in many places on Earth, is below the surface, and in space around Earth. I heard you say, “Every drop of water feeds the global well.”</p> <p>[Show Slide 20.] Please complete your key details chart. [Pause.] I love watching you learn!</p>	
<p>Independent Work (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. Please write the directions as I read them. [Pause.]</p> <p>[Show Slide 21.] 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. I’ll stop here and give you time to write down your assignment. [Pause.] [Read directions 2x.]</p>	<p>Students will synthesize their notes on key ideas from the text, photos, and illustrations into a summary paragraph.</p>
<p>Closing (1 min)</p> <p>I enjoyed working on learning where water is found on Earth with you today! 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!</p>	