

Access to Clean Water: Challenges and Solutions
(Grade 3, ELA)

What can be done to provide clean water to everyone worldwide?

Unit Developed by Kristin Catt
Washington Elementary Caldwell, Idaho



The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Universal Design for Learning (UDL)

Multiple Means of Representation

Provide options for perception

- Offer ways of customizing the display of information
- ✓ Offer alternatives for auditory information
- ✓ Offer alternatives for visual information

Provide options for language, mathematical expressions, and symbols

- ✓ Clarify vocabulary and symbols
- ✓ Clarify syntax and structure
- ✓ Support decoding text, mathematical notation, and symbols
- Promote understanding across languages
- ✓ Illustrate through multiple media

Provide options for comprehension

- ✓ Activate or supply background knowledge
- ✓ Highlight patterns, critical features, big ideas; and relationships
- ✓ Guide information processing, visualization and manipulation
- Maximize transfer and generalization

Multiple Means of Action and Expression

Provide options for physical action

- ✓ Vary the methods for response and navigation
- ✓ Optimize access to tools and assistive technologies.

Provide options for expression and communication

- ✓ Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for executive functions

- Guide appropriate goal-setting
- ✓ Support planning and strategy development
- ✓ Facilitate managing information and resources
- Enhance capacity for monitoring progress

Multiple Means of Engagement

Provide options for recruiting interest

- ✓ Optimize

Provide options for sustaining effort and persistence

- Heighten salience

Provide options for self-regulation

- Promote expectations and beliefs that



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|--|---|---|
| individual choice and autonomy | of goals and objectives | optimize motivation |
| ✓ Optimize relevance, value, and authenticity | ✓ Vary demands and resources to optimize challenge | <input type="checkbox"/> Facilitate personal coping skills and strategies |
| <input type="checkbox"/> Minimize threats and distractions | ✓ Foster collaboration and communication | ✓ Develop self-assessment and reflection |
| | <input type="checkbox"/> Increase mastery-oriented feedback | |
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Webb's Depth of Knowledge - Level 1 (Recall)

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|--|----------------------------------|---------------------------------|
| <input type="checkbox"/> Who, What, When, Where, Why | <input type="checkbox"/> Label | <input type="checkbox"/> Recite |
| ✓ Define | <input type="checkbox"/> List | ✓ Recognize |
| ✓ Identify | <input type="checkbox"/> Match | ✓ Report |
| ✓ Illustrate | <input type="checkbox"/> Measure | <input type="checkbox"/> Use |
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Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- | | | |
|--|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Categorize | <input type="checkbox"/> Estimate | ✓ Observe |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Graph | ✓ Organize |
| <input type="checkbox"/> Collect and Display | ✓ Identify Patterns | <input type="checkbox"/> Predict |
| <input type="checkbox"/> Compare | ✓ Infer | ✓ Summarize |
| <input type="checkbox"/> Construct | ✓ Interpret | |
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Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- ✓ Assess
 - ☐ Construct
 - ☐ Critique
 - ✓ Develop a Logical Argument
 - ☐ Differentiate
 - ✓ Draw Conclusions
 - ☐ Explain Phenomena in Terms of Concepts
 - ☐ Formulate
 - ☐ Hypothesize
 - ✓ Investigate
 - ✓ Revise
 - ☐ Use Concepts to Solve Non-Routine Problems
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Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- ✓ Analyze
- ✓ Apply Concepts
- ✓ Connect
- ✓ Create
- ☐ Critique
- ☐ Design
- ☐ Prove
- ☐ Synthesize

Idaho Coaching Network Unit Plan Template

Unit Title: Access to Clean Water: Challenges and Solutions

Created By: Kristin Catt

Subject: Reading/Language Arts

Grade: 3

Estimated Length: 4 weeks

Unit Overview (including instructional context):

This unit comes from module 4 of the Engage New York Curriculum (Expeditionary Learning, 2013) for third grade. This unit focus on [units 2 and 3](#) of the three part module. The first section of the module focuses on the water cycle and students would benefit from some of this background information to understand the concepts in this unit about water being a limited resource shared by all (I have links for the resources I used at the end of this unit plan). **The purpose of this unit is for students to begin to develop independence in researching a topic and using text evidence from their research to support their ideas and inspire others to action.** For this 4 week unit my third graders will study 3 challenges (demand,



access, and pollution) that affect people’s ability to access freshwater. After studying the challenges the students will research solutions to one challenge (of their choice) and create a public service announcement (video or poster) persuading their audience to take action to address their specific challenge. My students come from a high level of poverty and a majority of my class reads below grade level, so there is a high level of scaffolding during reading tasks in this unit. These lessons will be taught during our reading block so they are designed to be about an hour each.

Unit Rationale (including Key Shift(s)):

Central Idea: Clean water is necessary for all living things, however some things limit people’s access to the fresh water they need. Everyone (even kids) can contribute to making this problem obsolete.

Lines of Inquiry:

- What are the challenges that prevent people from accessing fresh water?
- What are solutions to these challenges?

Key Shift Two: Students will participate in Reading/Writing/Speaking that is grounded in evidence from text across the curriculum.

<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What can be done to provide clean water to everyone worldwide? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Water is a natural resource that every living thing needs. ● Access to fresh water affects where and how people live. ● Water is a finite resource. 	<p>Measurable Outcomes:</p> <p>Learning Goals Success Criteria (Evidence):</p> <ul style="list-style-type: none"> ● Learning Intention: I will understand the importance of clean water for all living things and analyze the challenges that exist that block many people from access to clean water. ● Success Criteria: I will know I’ve got it when I can present information about three causes of water challenges and how it affects those living in areas with water challenges. ● Learning Intention: I will gather information about water challenges and solutions and present my opinion about one thing that should be done to either conserve, protect, or provide access to clean water to everyone.. ● Success Criteria: I will know I’ve got it when I can present my opinion supported by at least 3 reasons and examples from the text(s). 	
<p>Targeted Standards:</p> <p>Idaho English Language Arts/Literacy Standards:</p> <ul style="list-style-type: none"> ● RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text, using language that pertains to time, sequence, and cause/ effect. ● W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. 	<p>Targeted Standards:</p> <p>Content Standards (if applicable):</p> <ul style="list-style-type: none"> ● Goal 5.1: Build an understanding of multiple perspectives and global interdependence. ● Objective(s): By the end of Grade 3, the student will be able to: <p>Idaho Content Standards/Grade 3/Social Studies/08-20-09 4 Idaho</p>	<p>Targeted Standards:</p> <p>Standards for Mathematical Practice (if applicable):</p> <ul style="list-style-type: none"> ●



<ul style="list-style-type: none"> ● SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. ● L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>Supporting Standards</p> <ul style="list-style-type: none"> ● RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea ● RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade three topic or subject area. ● W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. ● W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. 	<p>Content Standards/Grade 3/Social Studies/08-20-09 5</p> <ul style="list-style-type: none"> ○ 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world. 	
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<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Summative Assessment Description: ● Students write a text based question for classmates to answer. Also students will write the correct answer to their own question and answer another student’s question. ● Students create a Public Service announcement answering the essential question: What can be done to provide clean water to everyone worldwide? ● Depth of Knowledge (DOK) Explanation: The culminating project for this unit is a DOK 4 because it asks students to take their learning about freshwater and the problem of pollution and create a public service announcement. Students will also decide where in the world their PSA will be of the most use.



- Rubric or Assessment Guidelines: Written copies of the PSA will be graded as a persuasive writing paper using the Caldwell School District Rubric for Grade 3 (attached). Presentations will be graded by the teacher and peers using a student friendly rubric and feedback form (attached)

Primary Text(s):

- *One Well* by Rochelle Strauss,

Supplemental materials/resources:

The Water Princess by Susan Verde

“A World Thirsty for Clean Water” by Aftalo-Calderon, Brigitte, *Faces*(07491387), 07491387, Mar2007 Vol.23, Issue 7

“Keep Earth’s Water Clean” *Weekly Reader*, Edition 2, 2004

“A Dwindling River,” *Scholastic Super Science*, 2003

What is Water Worth? John Perritano - Available in 3 reading levels from Reading A-Z Grades 3, 4, and 5

Text Complexity

Text Description	
<p><i>One Well</i> is an illustrated text that tells the story of water on Earth. It shows the reader how all water is connected. It helps the reader realize that although life is impossible without water, our supply is threatened and offers suggestions of what we can do to protect it. Each section can be read independently, like a guide it does not have to be read front to back like a story.</p>	<p><i>One Well</i> has a high lexile level for elementary students, and the qualitative measures also show that this text is not independent reading for most students in the elementary grades. The illustrations and structure of the text do make the content more friendly to elementary students (mine are in third grade). For these students this text is an opportunity for the teacher to move students through complex text to help build their skills and stamina.</p> <p><i>Mark all that apply:</i> Grade Level Band: K-5 <input checked="" type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> PD <input type="checkbox"/></p> <p>Content Area: English/Language Arts (ELA) <input checked="" type="checkbox"/> Foreign Language (FL) <input type="checkbox"/> General (G) <input type="checkbox"/> Health/Physical Education (HPE) <input type="checkbox"/> History/Social Studies (HSS) <input checked="" type="checkbox"/> Humanities (H) <input type="checkbox"/> Math (M) <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Professional/Technical Education (PTE) <input type="checkbox"/> Science (S) <input type="checkbox"/></p>
Quantitative Measure	
Quantitative Measure of the Text: IG (Illustrated Guide) 960L	Range: 770-980
Associated Grade Band Level: 4-5	



Qualitative Measures

Text Structure: Slightly Complex, the organization is clear and easy to predict. It is laid out in a way that each section (2 pages) can stand on it's own. The illustrations directly support and assist in interpreting the text.

Language Clarity and Conventions (including vocabulary load): Moderately Complex, the conventions are largely explicit and easy to understand with some occasions for some complex meaning. This book is designed to make a complex subject understandable to children. The vocabulary is mostly contemporary and familiar, and not often overly academic, there are some tier 2 and 3 word, but there are also a lot of illustrations to help give the student context for those words.. The sentence structure is primarily composed of simple and compound sentences, with a few more complex constructions.

Levels of Meaning/Purpose: Slightly Complex, there is one level of meaning, the theme is obvious and revealed from the beginning of the text. This book has the word story in the subtitle, but it does not follow the structure of a story and it is not a story. It will be important for the teacher to help the students understand that this is informational text and help the students identify the text features and structure so the students can comprehend this text.

Knowledge Demands (life, content, cultural/literary): Moderately Complex, This text only explores one theme, but some of the experience portrayed are not common to most readers. It also has some references to other cultural elements. Students will need some background knowledge about uses of water.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

- **RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.**
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade three topic or subject area.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:
 This text is long, and does not necessarily need to be read in one sitting or even completely.

Some sections are more abstract than others and some sections do refer back to information used in other sections, so those choosing not to use the whole text need to be aware of which sections should be read together.

This text would be difficult for students to read independently in third grade. This text would be difficult for students to read independently if students read below grade level or are language learners. Students in grade levels below 4th grade could comprehend the text with guided reading strategies and support from the teacher.



	<p>Differentiation/Supports for Students: Some vocabulary will need to be pre taught.</p> <p>This text has a lot of pictures to help students understand the written words, but this text is probably not appropriate for independent reading in elementary grades. Reading aloud will allow access to this text for all students.</p> <p>Setting purposes for reading and modeling close reading strategies will also support student understanding of the text.</p>
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Scaffolds and Extensions		
UDL Components:	Support for students who are ELL, have disabilities or read well below grade level text band:	Extensions for advanced students:
<p>Representation:</p> <ul style="list-style-type: none"> -Activate background knowledge -Illustrate through multiple media -Preteach/Clarify vocabulary -Guided Reading <p>Action and Expression:</p> <ul style="list-style-type: none"> -Provide opportunities to practice with scaffolding -Provide corrective feedback -Allow alternatives for students to demonstrate learning <p>Engagement</p> <ul style="list-style-type: none"> -Provide adjustable levels of challenge -Utilize flexible grouping 	<ul style="list-style-type: none"> -Teacher will use strategies like pictorial input charts, videos and slideshows to make content accessible to all learners. -Vocabulary will be pretaught and pictures and motions will accompany the preteaching to allow students to create a deep understanding of new vocabulary. -<i>One Well</i> text will be scaffolded to help students navigate the text features and content. -<i>What is Water Worth</i> is available in paper and digital versions. Digital version can be read aloud to students with text tracking so they can follow 	<ul style="list-style-type: none"> -The text <i>What is Water Worth?</i> Is available at higher reading levels, and includes more details for students who need more of a challenge. -Option to include more details to support their opinion. -Access to additional materials to be utilized, in research and cited as text evidence supporting their opinion.



	along. -Scaffolding writing tasks is allowable. Some tasks can be completed by having the student dictate to teacher and copy (when assessing content knowledge not writing ability).	
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Vocabulary

<p>Targeted Academic Vocabulary Access (lesson 1 and 6) Demand (lesson 1) Agriculture (lesson 3) Other Vocab to be aware of Fortunate One billion Population Distribution Accommodate Flow Industry Balance Quench Generate Sustain Researcher</p>	<p>Targeted Content Area Vocabulary Well (lesson 1) Pollution (lesson 1) Other Vocab to be aware of Aquifers Evaporates Atmosphere Filtered Transpire Conserve/conserving/conservation</p>
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Instructional Sequence

Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
Days 1 -2: Desired Outcome(s): Students realize that not everyone in the	<p>Copies: -Water Challenges Quote from NEED, The Humanitarian Magazine, Issue 3, 2007</p>	<p>Anticipatory Set: Students view 4 observation charts, that are placed around the classroom. 3 showcase water challenges and one freshwater. Students make observations about each chart. Students can write words, phrases or even draw sketches on post it notes to show what they are observing, making this activity accessible to students at all reading</p>



<p>world gets their water from a faucet.</p> <p>Foster curiosity and engagement in the topic.</p>	<p>-Water Words & Power Words: Personal Vocabulary Journal</p> <p>Materials:</p> <ul style="list-style-type: none"> -Post-it notes <ul style="list-style-type: none"> --4 per student - 4 observation charts printed and placed around the room (include colored photos showing 3 water challenges: demand for water, access and pollution and 1 showing freshwater) -Poster titled: <ul style="list-style-type: none"> Water Challenges -split into a section for questions and a place for students to put post its that show their learning for each challenge -Labels for observation charts: <ul style="list-style-type: none"> Demands Access Pollutions Freshwater <p>(1 set per group of 3)</p>	<p>levels.</p> <p>Water Challenges Quote</p> <ul style="list-style-type: none"> -Prior to reading the water challenges quote with the class preteach vocab: take for granted, comprehending, billion <p><i>“It is easy to take something for granted when it is always there. In places rich with clean water resources there are watered lawns, clean cars, and long showers. Comprehending the global need for water is difficult-the tap turns; the water comes out. It is unimaginable to even think of walking great distances every day to throw a bucket into a swamp and call what comes out drinking water. More than a billion people in the world are currently in need of clean drinking water.”</i></p> <p>NEED, The Humanitarian Magazine, Issue 3, 2007.</p> <ul style="list-style-type: none"> -Read the Water Challenges quote aloud. -Distribute copies to student pairs for a think-pair-share activity. (Scaffold for ENL and below grade level students by highlighting key phrases in the text as above for them to focus on). -For think-pair-share ask students to consider the following questions: <ul style="list-style-type: none"> -What is the author trying to tell us about water? -What are ways people take water for granted? <p>Read Aloud</p> <p><i>The Water Princess</i> by Susan Verde</p> <p>Have a brief class discussion about students’ reactions to the text. What did they notice, what did they wonder?</p> <p>Teach the vocabulary: demands, access, and pollution</p> <ul style="list-style-type: none"> -Discuss the images in the observation charts and show labels of the vocabulary. -Put students in groups and ask students to talk with their group about what label they believe goes with each observation chart and why. (Distribute a set of labels to each group). -Once the group agrees have them tape their label near the observation chart. -Once all groups have labeled each chart discuss if all the groups agreed. <ul style="list-style-type: none"> -If not discuss if some labels should be changed, why or why not? <p>Introduce Water Word (tier 3 vocab) & Power Word (tier 2 vocab) Journal and show students how to add the words to their journals.</p>
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		<p>-Ask students to choose an additional word from the day to add to their journal as well.</p> <p>Closing: Reread the quote, then ask students to consider the quote and the observation charts and ask students to write on a post-it note an answer to the question: what surprised you today about the challenges of having clean water for everyone? A few students can share their questions with the group. All students can add their post it to the poster to be displayed and referred to throughout the unit. This can serve as a formative assessment for the teacher to check if students are beginning to understand the content.</p>
<p>Day(s) 3:</p> <p>Desired Outcome(s): Ask questions to deeper understanding of text.</p> <p>Answer questions using specific examples from text</p> <p>Document learning through note taking</p>	<p>Text: -<i>One Well: The Story of Water on Earth</i> Pgs. 16 & 17 <i>People at the Well</i></p> <p>Copies: -Asking and answering questions form (will be used throughout the unit and can be collected and used as formative assessment) -Word list</p> <p>Materials: -Vocabulary cards -Water Words Power Words Journals (handed out previously) -Post it flags/ highlighter tape -Gallon container -Researching text anchor chart</p> <ul style="list-style-type: none"> • My anchor chart said researcher at the top with the prefix, root word, and suffix in different colors 	<p>-Preteach Vocab: researcher. Discuss the base word search and then the prefix re and the suffix er. Help students understand that a researcher is a person who examines something again and again. Tell students they will be researchers examining the challenges that prevent everyone from having clean water. Create an anchor chart to help keep track of what a researcher does. Continue adding to this list throughout the unit.</p> <p>-Introduce vocabulary from the selection: agriculture, chemical(s), industry, livestock, produce, society/societies - write on the board</p> <p>-Read aloud the text to students, ask students to listen for the words on the word list, and mark them with highlighter tape.</p> <p>-Distribute vocabulary flashcards with definitions, as students reread encourage them to use context clues to help them match the word to the definition.</p> <p>Tell students that they will have about 10 minutes to do the following:</p> <ol style="list-style-type: none"> 1. Whisper read the whole text with your partner. 2. Go back and search for the words on the word list. 3. When you find a match between a word on the list and the vocabulary flash card, write that word neatly and spelled correctly on the front of the card. 4. It's OK if you don't complete all the cards before time is up. <ul style="list-style-type: none"> • If students finish early, they should keep working on the flash cards, illustrate the definitions, or quiz each other. • Call students together. Review the words and definitions, then ask:



	<p>and we discussed the meaning of each part to come up with a definition of researcher as a class which was the first entry on our chart.</p>	<p>* “How did you figure out which definitions went with which words?”</p> <ul style="list-style-type: none"> • Give students 1 minute to think. Then call on volunteers to respond. Listen for ideas such as: “using the pictures,” “reading words around it,” or “substituting a word from the definition.” <p>Have students add the word agriculture to their Water Words & Power Words Vocab. Journals as a power word</p> <p>Help students examine the Asking and Answering questions form. Guide students through filling out the form using the close reading questions below, and the gradual release of responsibility model.</p> <ul style="list-style-type: none"> - Gradual Release of Responsibility Model: Complete one question completely as a class, with the teacher thinking aloud about how he/she chose the information to be added to the key details from text section. For the second question still work as a class but have students tell the teacher what should be included. For the third step have students work in pairs, then share afterwards. (My class started in steps 2 and 3 for the CLOSE reading each time we used these forms, with the kids generating some questions as we neared the end of the unit). Eventually when students are ready they can find key details independently. (Students always completed the now I wonder or now I understand independently, but I always modeled something on the board which some of my lower students just copied). <p>Read closely to answer questions-</p> <p>What does the author want us to realize about fresh water from this text?</p> <p>What are ways people use fresh water?</p> <p>Do you think any of the ways people use fresh water is unnecessary/unimportant? Why?</p> <p>Students can use highlighter tape to mark text. We have focused on highlighting important words and then transferring those word to their notes. Other CLOSE reading strategies can be used as well, depending on what your students already know how to do.</p> <p>Ask students to help you add ideas about researching to the anchor chart.</p>
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<p>Day(s) 4 and 5:</p> <p>Desired Outcome(s): Ask questions to deeper understanding of text.</p> <p>Answer questions using specific examples from text</p> <p>Document learning through note taking</p>	<p>Text: <i>One Well: The Story of Water on Earth</i> Pgs. 16 & 17 <i>People at the Well</i></p> <p>Materials: Asking and Answering Questions Form (previously passed out) -Gallon jugs (ask each student to bring one prior to this lesson) -Interactive whiteboard/projector to display: -New York Water Usage Table http://www.nyc.gov/html/dep/html/residents/wateruse.shtml -Idaho Water Use information page https://www.idwr.idaho.gov/water-rights/water-use-information.html -Paper -Researching Text Anchor Chart (previously created) -Water Challenges Anchor Chart (previously created)</p>	<p>Anticipatory Set: Give students 1 minute to brainstorm all the ways people use water. They can think of how they use water at home. Back to back, Front to front activity: Students stand back to back with a partner. Choose something off of their list and act it out silently when the teacher says front to front. Students guess what their partner is acting out. Do the activity several times. Water usage by gallon activity using NY and Idaho Water Usage sites. -Help students read the tables and find the answer to questions about how much water certain activities take. -Have students work in partners to come up with their own questions and pose them to the class. -Add questions to the Asking and Answering Questions Form- and provide scaffolding as needed for completing the form with your students. -After students generate questions, have them read closely <i>One Well: The Story of Water on Earth</i> pgs. 16-17 <i>People at the Well</i> to find answers. Give students highlighter tape to mark important words then use the marked words to help them record their answer. Ask students to write complete sentences and restate the question in their answers when they find answers to questions citing specific examples from the text.</p> <p>Silent Conversation (5 minutes) - Post the question: “What is one question you have about how people use water?” -Pass out a slip of paper to each student. -Tell students to write a question and then pass it to their partner from the last activity. Tell them :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. -Revisit anchor chart (s) with student and discuss if any new information should be added.</p>



<p>Day(s) 6:</p> <p>Desired Outcome(s): Ask questions to deeper understanding of text.</p> <p>Answer questions using specific examples from text</p> <p>Document learning through note taking</p>	<p>Text: <i>One Well: The Story of Water on Earth</i> Pgs. 20-21 <i>Access to the Well</i></p> <p>Materials: -Asking and Answering Questions form -Document Camera - Water Challenges Anchor chart - 1 full gallon container for each student -blue papers about the size of a post-it labeled access (for exit ticket)</p>	<p>Anticipatory Set: Engaging the Reader: Where Do You Get Water? (3 minutes)</p> <p>-Tell students that they are going to play a game to warm up their brains for this text. Tell them that for this game you are going to give them a question. Explain that when you share the question with them you would like them to think first, remaining silent. Then, when you give a signal (say go or raise your hand), they should call out as many answers as they can in one minute. Tell them that you will write these answers on the board. Explain that the goal of the game is to come up with as many answer to the question as possible in a minute.</p> <p>- Give students the following question: “Where do you get water?”</p> <p>- Give students a few moments to think. Then set a timer for 1 minute or give a student a stopwatch and signal the start of the game.</p> <p>-Without commentary, record the ideas that the students call out. When time is up, congratulate students on their list and their teamwork. Communicate to the students that they are lucky because they have a lot of ways to access water. Remind students that access means “able to use or get.” Give an example of the variant accessible: “Water is very accessible for you.”</p> <p>Reading activities similar to day 3-5 just at a faster pac (hopefully).</p> <p>Use the document camera to display the reading. Point out key features, use the anchor chart to remind students of strategies they can use to form initial questions. Have students list questions prior to reading, and add them to the Asking and Answering Questions Form</p> <p>Have students partner read the text, flagging any words they cannot figure out to be discussed later.</p> <p>After reading</p> <p>- Call students together in the whole group area and ask them to sit with their partners. Project the text on the document camera. As you ask each question, indicate the part of the text you are referring to.</p> <p>Give students opportunities to think-pair share when you ask the following questions, encourage students to cite evidence from the text and rephrase the question in their answers.</p> <p>Discuss the word distribution, give examples of distribution in the classroom.</p> <p>Ask: If distribution is the act of distributing, how could you say the first sentence of</p>
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		<p>Paragraph 2 in your own words? What affects the distribution of water? How might distribution affect access? Refer to the chart on page 21 for the following questions. How many buckets of water does one person in the United States use each day? How many buckets of water does one person in Ethiopia use each day? Why do you think people in Ethiopia use so much less water than people in the United States?</p> <p>Have students complete the answer and citation portion of the Asking and Answering Questions form. (Scaffold as necessary) Have students add the word distribution to the power words section of their Water Words Power Words journals. (Scaffold as necessary)</p> <p>Ticket out/formative assessment: Students talk with a partner about a detail they want to add to the Access to Water poster. Once students have decided have them write their detail on the blue paper (students may also draw a picture and label it or dictate to a teacher if writing is a struggle) and add it to the poster.</p> <p>Experience: Fill gallon containers for each student and ask them to carry them around during recess. Students will reflect on this activity during the next lesson. ** My class happens to do reading right before recess so this is convenient timing for me. You could also assign this as homework (I didn't because then I can't guarantee all students have the experience and are able to do the writing activity for tomorrow).</p>
<p>Day(s) 7:</p> <p>Desired Outcome(s): Ask questions to deeper understanding of text.</p> <p>Answer questions using specific examples from text</p>	<p>Text: <i>One Well: The Story of Water on Earth</i> pgs. 24 & 25 <i>Pollution in the Well</i></p> <p>Materials: -Vocabulary cards (teacher made) with word on one side and definitions on the other, add</p>	<p>Writing into the day/ lesson- reflect on the activity during recess the previous day when students carried around gallons of water. Share with a partner- then some students can share out with the class</p> <p>Vocab review activity: Quiz-Quiz-Trade/milling to music (5 minutes) Practice vocab while milling to music. to review some of the words that are in the text they will be reading today. Give each student a card. Students walk around while the music plays, they can move</p>



<p>Document learning through note taking</p>	<p>wildlife and habitat which are words from previous units also in this lesson (1 card per student) -music and a way to play it -highlighter tape -Asking and Answering Questions Form -Water Challenges Anchor Chart -Green papers about the size of a post-it labeled pollution (for exit ticket)</p>	<p>anyway they want that is safe. When the music stops the students find a partner near them. The partner with the first name that comes first in alphabetical order goes first. Each student shows the word on the card to their partner. The partner will tell the definition in their own words. Students can help by sharing the definition on the back of the card. Then the other partner tells a definition. Once both partners have had a turn, they trade cards. The music starts again. When the music stops students must find a new partner and trade.</p> <p>Preview the text with the students, and have them write question before reading on the Asking and Answering Questions Form (scaffold as necessary). Have students partner read the text- using highlighter tape to mark words they cannot figure out from context clues. Discuss the following questions using the think-pair-share strategy to help support all learners. If necessary you can also give students oral sentence starters. Students should refer back to text when answering and restate the question in their answer Referring to the second sentence in paragraph 2: Which words are examples of chemicals? From the words in this sentence, what can you figure out about these chemicals? Referring to the last two sentences of the third paragraph. What does the phrase “threatens the health of many species and habitats” mean? How could you explain this in your own words?</p> <p>Give students some time to complete the answering questions portion of their Asking and Answering Questions Form (these can continue to be collected as a formative assessment).</p> <p>Exit ticket: Students should first talk with a partner to share details about pollution. This scaffolding is especially helpful for ENL students and students with reading/writing challenges. Students should choose one detail about pollution to add to the Water Challenges anchor chart. Once students have decided on their detail, give them a small paper labeled pollution, to write their detail on and add to the anchor chart. (Students may also draw and label a picture, or dictate to a teacher as adaptations for students with learning challenges).</p>
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<p>Day:8</p> <p>Desired Outcome(s): Ask questions to deeper understanding of text.</p> <p>Answer questions using specific examples from text</p> <p>Document learning through note taking</p>	<p>Text: <i>One Well the Story of Water on Earth</i>, pgs 26 & 27 <i>Demands on the Well</i></p> <p>Materials: -Chrome books or devices for Kahoot quiz -Asking and Answering Questions Form -Water Challenges Anchor chart</p> <p>-Yellow papers about the size of a post-it note labeled demands (for exit ticket)</p>	<p>Vocab Practice/ Content Review with Kahoot quiz https://play.kahoot.it/#/k/0ac7e379-97fd-4178-b9f9-705d25eeac3f</p> <p>Preview text and write questions to add to the Asking and Answering Question Form Question if the kids don't come up with this one: What things are putting a strain on our water supply?</p> <p>Partner read Give time to answer questions</p> <p>Exit ticket- add to anchor chart</p> <p>*Similar lesson structure to day 7 try to give students more independence as appropriate</p>
<p>Day 9</p> <p>Desired Outcomes: I can ask questions to deepen my understanding of the informational text, <i>Becoming Well Aware</i>. (RI.3.1)</p> <p>I can answer questions using specific details from the informational text, <i>Well Aware</i>. (RI.3.1)</p>	<p>*Formative Assessment</p> <p>Text: <i>One Well: Becoming Well Aware</i></p> <p>Materials: Paper (1 full sheet, 1 half sheet per student) Asking and Answering Questions Form Water Words Power Words Vocabulary Journal</p>	<p>Writing into the Day</p> <p>*6 minute quick write. Students write for 2 minutes on each water challenge. Write as much as they can about what they know about access, pollution, and demands on water. Give students a few minutes to review their notebooks and other items about each challenge prior to each 2 minute quick write.</p> <p>-Ask students to consider which one is most interesting to them. Discuss with a partner which is most interesting and why. After sharing with a partner ask students to write a sentence telling which water challenge is the most interesting to them and why. Inform students that beginning next week they will have a chance to research solutions to water challenges.</p> <p>Introduce the word conservation and add it to the Water Words Power Words Vocab. Journals</p> <p>-Whole Group CLOSE Reading One Well: Becoming Well Aware -my class has been</p>



<p>I can identify the main message of a lesson or story using key details from the text, <i>Well Aware</i>. (RI.3.2)</p>		<p>working on CLOSE reading using just 2 marks: underlining important words and circling unknown words. The copies I have of this text are in hard bound books, we will not be writing in the text. We will use 2 colors of highlighter tape one to mark important words and another to mark unknown words. Guiding Question: What does it mean to be <i>well aware</i>? (Can be added to Asking and Answering Questions form if you like that structure.) What does the author want readers to realize about the importance of being well aware?</p> <ul style="list-style-type: none"> • The information in this section of the text is also great background information to prepare for tomorrow’s field trip. <p>Wrap up and summative assessment check: -Students write a text based question for classmates to answer (students will need to write the correct answer to their question). Then trade with a classmate and write the correct answer to the classmate’s question</p>
<p>Day 10 Desired Outcomes: Students will get a real world view of how water is used.</p> <p>Engage in activities that allows them to consider the amount of water tasks take.</p> <p>Build background to help them develop opinions about what can be done to provide clean water to everyone.</p>		<p>Field Trip to Boise Water Shed Students will participate in a lesson and hands on activities to help them understand water use and its effects (especially in Idaho). Students will participate in lessons about how pollution in their yard can get into our rivers and other water supplies.</p>
<p>Day:11 Desired Outcome(s):</p>	<p>*Formative assessment Public Service Announcement Example Posters</p>	<p>Introduce the concept of Public Service announcements in video and poster form Examples: https://www.youtube.com/watch?v=wxMrtK-kYnE - Elmo tooth brushing https://www.youtube.com/watch?v=g8O_uGSicw - Too much sugar/healthy eating</p>



<p>I can conduct research to become knowledgeable about a topic. (W.3.7) I can determine the main idea of an informational text. (W.3.2) I can retell key ideas from an informational text. (W.3.2)</p>	<p>PSA Invitation Materials Necessary Copies of: “A World Thirsty for Clean Water” by Aftalo-Calderon, Brigitte, Faces(07491387), 07491387, Mar2007 Vol.23, Issue 7 “Keep Earth’s Water Clean” <i>Weekly Reader</i>, Edition 2, 2004 “A Dwindling River,” <i>Scholastic Super Science</i>, 2003</p> <p>Note Taking Form (1 per student) I had my students use a new form for each new source.</p> <p>Projector or document camera</p>	<p>Show examples and lead a class discussion about what students notice about each PSA. What makes them effective, what needs to be included? -Present Public Service Announcement Performance Task Invitation- display on projector/document camera Your job is to create a public service announcement addressing one water challenge and giving an idea of how kids can help change the challenge. Possible Platform- i movie, or just a video recording device. -Today students will work in small groups to read an article about their chosen topic and take notes for use in their public service announcement. Students should use the strategies modeled and practiced prior to the field trip to mark the text and then write down on their note taking form the information they think is most relevant to their PSA. *Teacher can check student notes as a formative assessment Exit Activity: Inside/outside circles- students choose a fact they learned from their research and share with the person across from them in the circle. Move the circle at least 3 times.</p>
<p>Day(s) Day 13: Desired Outcome(s): I can conduct research to become knowledgeable about a topic. (W.3.7) I can determine the main idea of an informational text. (W.3.2) I can retell key ideas from an informational text. (W.3.2)</p>	<p>Chrome books Note Taking Form 1 per student</p>	<p>-Today students will work independently to research online using the following websites as options: Reading A-Z: What is Water Worth? By John Peritano https://www.raz-plus.com (This is a site that requires a membership, but you can sign up for a limited time free membership and print this material if you are unable to enroll your class and assign this reading.) * I required all my students to read this (reading A-Z will also read it to them for your low readers) then they chose one of the websites below to do additional research. Environmental Protection Agency: https://www3.epa.gov/watersense/kids/ Water Education Foundation: http://www.watereducation.org/water-kids Exit Activity:Fact snowstorm: students write one new/interesting fact on a half sheet of paper ball it up and throw it into the middle of the room. Then students pick up a ball and read it then share it with a partner.</p>



<p>Day(s) 14-15:</p> <p>Desired Outcome(s): I can identify reasons that support my opinion (W.3.1) With support from adults, I can produce writing that is appropriate to task and purpose (W.3.4)</p>	<p>Materials PSA invitation PSA rubric Lined paper- students make OREO template</p>	<ul style="list-style-type: none"> -Remind students of the PSA invitation. -Show students the PSA rubric and go over with them the expectations of the PSA -Use a persuasive writing strategy your students are familiar with. My students have used the OREO strategy so I will ask them to continue to use that to organize ideas and planning their writing. -Students plan their writing using the OREO template (self made), and check it with the teacher. Once the students have checked their work they can take their templates and add transition words to make complete paragraphs. -Once paragraphs are complete students should edit with a peer using a peer editing checklist to guide them. *For posters students can still complete the planning to help them organize the ideas they want to put on their poster.
<p>Day(s) 16 & 17:</p> <p>Desired Outcome(s): I can identify reasons that support my opinion (W.3.1) With support from adults, I can produce writing that is appropriate to task and purpose (W.3.4)</p>	<p>Materials: Poster paper Markers Student writing PSA Rubric</p>	<ul style="list-style-type: none"> -Review the PSA rubric again with student being sure to focus on the speaking portion. Even though some students will be creating posters they should still have an opportunity to talk about their poster so that they meet the speaking standards included in this unit. Writing conference with teacher. Teacher asks student to read aloud their paragraph to listen for revising. Once the teacher and student have agreed on changes that need to be made the student will rewrite a final copy (which will be graded by the teacher as a part of the summative assessment). While the teacher is conferencing students will create visual materials/ posters to assist with their PSA. * As students finish they should partner up to practice reading their PSA. Students should use the rubric to help give each other feedback.
<p>Day(s) 18 & 19:</p> <p>Desired Outcome(s): I can identify reasons that support my opinion (W.3.1) With support from adults, I can produce writing that is appropriate to task and</p>	<p>Materials: IPAD- with imovie or another type of device that will allow you to record students. It might be helpful to have another adult this day to record student PSA's.</p>	<ul style="list-style-type: none"> -Review the PSA rubric again - Model for students examples of a 1 and 3 on the rubric. -Give students time to finish up any revising and creating visuals. Students should also practice with a partner if they haven't had a chance yet. Students who are ready can record their PSA's.



purpose (W.3.4)		
<p>Day(s) 20:</p> <p>Desired Outcome(s): I can identify reasons that support my opinion (W.3.1) With support from adults, I can produce writing that is appropriate to task and purpose (W.3.4)</p>	<p>Materials: I pads- 1 per group (I am planning for 5 groups) Peer to peer feedback form (6 per student) 2 poster size peer to peer feedback forms)</p> <p>Elmo toothbrushing psa https://www.youtube.com/watch?v=wxMrtK-kYnE</p> <p>Healthy eating psa https://www.youtube.com/watch?v=g8O_uGSicw</p>	<p>Gradual Release Peer Feedback and Viewing of PSA's</p> <ul style="list-style-type: none"> -Show the students the peer feedback form and use one of the example PSA's from earlier lesson. -Model for students how to complete the feedback form using, think aloud as you complete a poster size form. Students should copy your writing onto their form as you go. -Show the other PSA, and as a class complete the other poster size feedback form, take guidance from students for how the form should be completed. Student should also complete the form as you complete the poster size one. -Put students into groups and have play the PSA's for the members in their group. Everyone should complete a feedback form for everyone else in the group. <p>Before the end of the class, come back together as a whole group and have students share positive things they have noticed about the PSA's created by classmates.</p>

Other (important elements not captured in this template, explanation, reflection supplementary materials):
 I used the following resources to help my students develop background knowledge to prepare for this unit.
[Science Doodles Interactive Notebook](#): Free download from Teachers Pay Teachers
 Video from Epic! Books for Kids (requires a free membership) [Peekaboo! Water Cycle](#)

