

Unit 1: Building Background Knowledge: Water around the World

Common Core State Standards addressed: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.9, SL.3.2, L.3.1a, and L.3.4



Guiding Questions and Big Ideas

Why are the world's freshwater sources threatened?

- *Water is a finite resource.*
- *The demands on water and water pollution threaten our freshwater sources.*
- *Due to rainfall, freshwater is not distributed equally around the world.*

What will your student be doing at school?

In Unit 1, students read carefully selected pages from the anchor text, *One Well: The Story of Water on Earth* to build background knowledge about where freshwater comes from and about the three issues that the book describes: access to water, demands on water, and water pollution. Students begin by hearing pages of the book read aloud to determine the main ideas and supporting details of a read-aloud. They also reread the pages to analyze the illustrations and answer vocabulary and text-dependent questions.

For the mid-unit assessment, students listen to new pages of *One Well* read aloud to determine the main idea and supporting details before rereading the text to answer text-dependent questions. In the second half of the unit, students read pages of *One Well* paired with additional complex informational texts to compare the main ideas and supporting details of both texts. For the end of unit assessment, students read a new informational text to determine the main ideas and supporting details before comparing it to pages of *One Well*.

Working to become an effective learner is a habit of character that is emphasized in this unit. Students take responsibility for identifying habits of character they feel will best serve them in the work they do.

The Language standards that students will focus on in this unit require them to:

- L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Parts of Speech

Part of Speech	What is it?	Example
noun	a word that names a person, place, thing, or idea	<i>Peter, Sergei, New York City, pencil, cat</i>
pronoun	a word used to replace a noun	<i>it, he, she</i>
verb	a word that describes an action or state of being	<i>hop, jump, eat, drink, bounce</i>
adjective	a word that describes a noun or pronoun	<i>green, moist</i>
adverb	a word that describes a verb, an adjective, or another adverb	<i>slowly, quickly, bouncily, energetically</i>

How can you support your student at home?

- Watch video PSAs online (a Google search will yield many examples; however, review before watching with students to ensure appropriate content) and discuss the target audience and why they are/aren't effective.
- Research and discuss water issues, particularly local water issues.
- Consider measuring how much water is being used at home. For example:
<http://environment.nationalgeographic.com/environment/freshwater/change-the-course/water-footprint-calculator/>
- Practice identifying parts of speech in a text, e.g., identifying a noun in a text and then describing the function of that particular noun.

Unit 1: Homework

In this unit, homework focuses on research reading and identifying the function of specific nouns, pronouns, verbs, adjectives, and adverbs in a text.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.

- In the back, students record new **topical vocabulary:** words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* would be found on the topic of frogs.

Water Around the World

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students are introduced to the topic, the performance task, and the module guiding questions.	1. Read and reflect on the module guiding question.	1. Lesson 2. Students are not required to hand in anything; they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Students are introduced to the module text <i>One Well</i> and hear a read-aloud of pages 4–5. They determine the main idea(s) and supporting details of the text. Independent reading is launched in this lesson.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students answer text-dependent questions about pages 4–5 of <i>One Well</i> and participate in a Language Dive about the function of nouns.	1. Language Dive Practice: Nouns 2. Research reading and answering prompt	1. Lesson 6 2. Teacher will check independent reading journals strategically.	
4	Students hear a read-aloud of pages 6–7 of <i>One Well</i> . They determine the main idea(s) and supporting details of the text and answer text-dependent questions. They also participate in a Language Dive about pronouns.	1. Language Dive Practice: Pronouns 2. Research reading and answering prompt	1. Lesson 7 2. Teacher will check independent reading journals strategically.	
5	For the mid-unit assessment, students hear a read-aloud of pages 8–9 of <i>One Well</i> and answer text-dependent questions about the text, including the function of nouns and pronouns.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students read pages 16–19 of <i>One Well</i> and determine the main ideas and supporting details. They participate in a Language Dive about the function of verbs.	1. Language Dive Practice: Adjectives 2. Research reading and answering prompt	1. Lesson 9 2. Teacher will check independent reading journals strategically.	
7	Students read pages 20–21 of <i>One Well</i> and determine the main ideas and supporting details. They participate in a Language Dive about the function of adjectives.	1. Language Dive Practice: Verbs 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
8	Students closely read a new informational text, “Access to Water.” They determine the main ideas and supporting details and compare and contrast them with those from pages 20–21 of <i>One Well</i> .	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students read pages 22–23 of <i>One Well</i> and determine the main ideas and supporting details. They participate in a Language Dive about the function of adverbs.	1. Language Dive Practice: Adverbs 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
10	Students closely read a new informational text, "Population Growth." They determine the main ideas and supporting details and compare and contrast them to those from pages 22–23 of <i>One Well</i> .	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students read pages 24–25 of <i>One Well</i> and determine the main ideas and supporting details.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	For the End of Unit 1 Assessment, students closely read a new informational text, "Water Pollution." They determine the main ideas and supporting details and compare and contrast them to those from pages 24–25 of <i>One Well</i> .	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 11/03/2017

Book Title and Author: “*One Well*” by Rochelle Strauss

Pages Read: pages 16–17

Prompt: What is the main idea of the text you read? What are some of the key details, and how do they support the main idea?

Response: The main idea is that people have always depended on water and use it for many different things. Some of the key details that support this main idea are that some of things we use water for include using it at home for cleaning, cooking, drinking, flushing toilets, and bathing, and using it to make things like computers and cars.

Independent Reading Prompts

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about the importance of water?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p>Definition in your own words</p>	<p>Synonyms (words that mean the same)</p>
<p>Words with the same affix or root</p>	<p>Sketch</p>

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Homework: Language Dive Practice: One Well: Nouns

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *One Well*. Write it in the correct sequence:

now and for years to come.	including us,	how we treat the water in the well	And	will affect every species on the planet,	because it is all connected,
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2. Underline the nouns in the sentence above and write the function of one of the nouns below:

3. Add a noun for each blank in the sentence frame. Note: A noun is a person, place, thing, or idea.

How we treat _____ will affect _____.

4. **Part A:** What is the function of the noun *Earth* in the sentence below? Circle one:

Imagine for a moment that all the water on Earth came from just one well.

person place thing idea

Part B: Write the function of the noun *Earth* below, using the function you circled to help you.

Earth tells the _____

Homework: Language Dive Practice: One Well: Pronouns

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *One Well*. Write it in the correct sequence:

how we treat the water in the well	And	now and for years to come.	including us,	will affect every species on the planet,	because it is all connected,
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2. Underline the pronouns in the sentence above and write the function of one of the pronouns below:

3. Read the sentence below. Then, rewrite the sentence, replacing the underlined word with a pronoun. Choose from the following pronouns (us, we, them, it, her).

Since we cannot survive without water, we need to protect water.

4. What does the pronoun *they* replace in the sentence below?

There are a lot of teachers in our school, and they are all very caring and kind.

They replaces the noun _____

Homework: Language Dive Practice: *One Well*: Adjectives

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *One Well*. Write it in the correct sequence:

not all of the water can be used	Though	to meet our needs.	we live on a watery planet
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2. Underline the adjective in the sentence above and write the function of the adjective below:

3. Add an adjective and a noun to the sentence frame to describe where you live:

I live on a _____ [adjective] _____ [noun].

4. **Part A:** What part of speech is the word *limited* in the sentence below? Circle one:

That’s because we humans and many other species depend on freshwater, and supplies of freshwater are limited.

noun pronoun adjective verb adverb

Part B: Write the function of *limited* below:

Homework: Language Dive Practice: One Well: Verbs

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *One Well*. Write it in the correct sequence:

is not evenly distributed across the globe,	nearly one-fifth of the world's population	Because water	does not have enough access to water.
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2. Underline the verbs in the sentence above and write the function of one of the verbs below:

3. Add a noun and a verb to the sentence frame to describe something in your classroom:

_____ around the classroom.
[noun] [is/are + past participle]

4. **Part A:** What part of speech is the word *gather* in the sentence below? Circle one:

There, they gather water for the day—just a few jugs, barely enough for drinking, cooking and cleaning.

noun pronoun adjective verb adverb

Part B: Write the function of *gather* below:

Homework: Language Dive Practice: One Well: Adverbs

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *One Well*. Write it in the correct sequence:

nearly one-fifth of the world's population	does not have enough access to water.	is not evenly distributed across the globe,	Because water
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2. Underline the adverbs in the sentence above and write the function of one of the adverbs below:

3. Add a noun, verb, and adverb to the sentence frame to describe something in your classroom:

_____ [is/are] _____ _____ around the classroom.
 [noun] [adverb] [past participle]

4. **Part A:** What part of speech is the word *tremendously* in the sentence below? Circle one:

There are more of us, and our demand for water at home, in industry and in agriculture has grown tremendously.

noun pronoun adjective verb adverb

Part B: Write the function of *tremendously* below:
