

NJ ELA/ESL Curriculum Exemplar
 Aligned to the CCSS and 2012 WIDA Standards

GRADE LEVEL 3 UNIT 5 OVERVIEW

Content Area: English Language Arts /English as a Second Language

Unit Title: Water and its Role in the Environment

Unit Overview: The unit explores what is water, how it is used, why it is so important for the environment and it also addresses the issues and challenges we face in water management and conservation. Students will be exposed to informational texts as well as fictional texts. They will engage in various activities such as read alouds, independent reading, writing, research and projects. Students will be able to fully understand the water cycle through hands on experiences, identify areas with moderate to extreme drought and its consequences. They will engage in a project where they are to monitor the water they use daily at school and home for 2 days and evaluate their water consumption. Prior to beginning a lesson, students will be introduced to the language needed in order to engage in discussions and comprehend the topic. The unit will culminate with a campaign to educate their classmates about water’s critical role in the environment and the importance of water conservation. Several websites, included under Curriculum Resources, are available with additional ideas and activities on this topic.

Guiding Questions and Enduring Understandings

Guiding Questions

- Why is water important for the environment?
- How does water change states in the water cycle?
- Why is it important to conserve water?
- What language do students need in order to comprehend and comfortably engage in the topic of water?

Enduring Understandings

- Effective readers use a variety of strategies to make sense of key vocabulary, phrases, ideas and details presented in text.
- Writing should be purposely focused, detailed, organize, and sequenced in a way that clearly communicates the ideas to the reader.
- Understanding language helps people communicate more effectively and better understand books, poems, movies, speeches, and advertisements

Vocabulary: water cycle, water conservation, precipitation, scarce, drought, resource, drinkable, surprisingly, amount, available, excerpt, environment, waste, survival, tap/faucet

Performance Task: Why do we need to conserve water and how can we conserve water?

Think-Tac-Toe

Directions: Just like the game, Tic-Tac-Toe, student will select 3 activities that are horizontal, vertical or diagonal.

Create and present a collage of ways to conserve water which includes phrases or simple sentences.

Group: Create a news clip where the hosts will encourage the viewers to conserve water.

Group: Write a song about water conservation.

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	Write a poem about water conservation.	Write an essay about water conservation.	Dress up as an environmentalist and recite a speech that encourages others to conserve water.
	Write a letter to Time Magazine about water conservation.	Respond to the question: Why should we worry about running out of water	Create an illustration about the importance of water conservation.

CCSS Assessed in this unit

Reading Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reading Informational

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 RI. 3.2 Determine the main idea in informational text. Recount 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 3 topic or subject area.
 RI.3.6 Distinguish their own point of view from that of the author of a text.
 RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.
 RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic
 RI.3.10 Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently

Reading Foundational

RF.3.4.a Read grade level text aloud with purpose and understanding.
 RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words (**especially for entering ELLs with interrupted education and/or a different alphabet and sound system**).

Writing

W.3.2.a Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.
 W.3.2.b Use facts, definitions, and details to help develop a topic within a piece of writing.

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W.3.2.c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

W.3.2.d Provide closure to a writing piece with a strong concluding statement or section.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.d Explain their own ideas and understanding in light of the discussion.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

WIDA English Language Development Standards

Standard 1: Social and Instructional Language

Standard 2: The Language of Language Arts

Standard 3: The Language of Math

Standard 4: The Language of Science

Standard 5: The Language of Social Studies

Interdisciplinary Connections

Next Generation Science Standards

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

NJCCCS Social Studies

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States

CCSS Math

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings. **ELLs also need to know standard measurement of quarts, glasses and gallons.**

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Central Texts	Lexile Level	Rationale
Water Cycle and Water Conservation , Article Excerpts		
The Snowy Day by Ezra Jack Keats	500	
Splash! Poems of Our Watery World by Constance Levy	890	
The Water Hole by Graeme Base	230	
Splash by Robert Kaufman		
Discovering Drought by Project Wet http://projectwet.org/sites/default/files/content/documents/drought-lesson-plan.pdf		
Water, Water Everywhere By Mark J. Rauzon	790	
Heroes of the Environment: True Stories of People who are Helping Protect Our land by Harriet Rohmer	1070	

Lessons	Title	Overview	Assessment
Lesson 1	What is Water?	<p>Introduction to the unit, Water and Its Role in the Environment</p> <p>Introduce the lesson by showing the students a container of water. Students will describe what they see and name several ways to use the water in the beaker.</p> <p>Read Aloud: Splash, by Robert Kaufman- Informational text. After the read aloud, students will identify places on earth where we find water and list a number of facts concerning water. After the reading explain to the students what we are going to learn in this unit.</p>	Checklist using WIDA Can Do Descriptors and Performance Definitions
Lesson 2	How do we use water	<p>Engage in a project where they monitor and tally the amount of water they use at school and home over a period of two days (hands on experience). Students will decide whether they used more or less than the recommended average daily use per person.</p>	Student Data Collection Project

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Lesson 3	The Water Cycle	Students will learn the water cycle through reading and analyzing an informational text, identify bodies of water and apply their learning while engaging in a project where they observe and monitor the different stages of the water cycle. They are asked to imagine that they have to explain the water cycle to someone who has never heard of it. They will need to think creatively about how water moves on earth.	Oral and written report about the water cycle. Answer PARCC-like questions.
Lesson 4	The Water Drought	Students will recognize what is a drought; locate areas of extreme drought around the world. Identify consequences of a drought among living things. Learn about the challenges and issues we face to manage and conserve water. Navigate the internet to find stories regarding water concerns in different parts of the world and share with the class.	Oral and written report on research completed about a story where water supply is of concern.
Lesson 5	How to Conserve Water	Refer to the project in lesson 2-Analyze results and create a list of ways to conserve water. Think about the water you use, the water you need and the water you waste. The student will write a 3 paragraph essay or develop a plan for action and create a poster or a PSA to include: <ol style="list-style-type: none"> 1. Explain the importance of water in the environment 2. Recognize wasteful uses of water in their own environments 3. Why do we need to conserve water? 4. List 3 to 5 ways to conserve water. Identify areas in your project where you could have used less water 	Essay Writing or Take Action Poster or Public Service Announcement (PSA)

Curriculum Development Resources

Common Core Standards www.corestandards.org

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standardswww.13.state.nj.us/NJCCCS/Technologytoolbox

Understanding Language www.ellstanford.edu

EngageNY www.engageny.org

www.discoverwater.prg/use-water-wisely/ <http://droughtmonitor.unl.edu/>

<http://learning-in-action.williams.edu/opportunities/elementary-outreach/science-lessons/3rd-grade-weather-unit/>

<http://www.scholastic.com/njaw/>

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Lesson Plan #1

Lesson Overview: In this introductory lesson students will learn the different ways water is used in the environment.	
Lesson Title: What is Water?	Timeframe: 2 days based on 40 minute class period/block
Guiding Question: How is water used?	
Lesson Components	
Central texts: <i>Splash</i> by Robert Kaufman	
Interdisciplinary Connections: Science – water use	
Integration of Technology: Visuals/videos of water uses. http://eo.ucar.edu/kids/wwe/river1.htm , http://passporttoknowledge.com/storm/why/precipitation.htm	
Equipment needed: Beaker with water, graphic organizer	
WIDA PERFORMANCE INDICATORS	
Listening & Speaking Listen to a video and answer questions posed at key points about water usage. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, L.3.1, L.3.3, , NGSS 3-ESS3-1	
ELP 1-2: Answer questions using L1 and/or single words with pictures and gestures.	ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.
Reading. Chorally read excerpts from text. WIDA ELD 1, 2 and 4; CCSS RF.3.3, RF.3.4; NGSS 3-ESS3-1	
Writing Identify information on water by completing KWL chart. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.4, L.3.6 W.3.8 NGSS 3-ESS3-1	
ELP 1-2: Use L1 and/or single words from word/picture wall	ELP 3-4: Use simple and complex sentences with content-related vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: Key Vocabulary: environment, fresh water, salty water, soil, rivers, Great Lakes, pumps L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: rocks lakes oceans</p> <p>Additional Vocabulary for ELP 3-4: glaciers</p> <p>Key language forms and conventions: present and past tense verbs, complete sentences and interrogatives L.3.1</p>	
<p><i>Listening</i> SWBAT demonstrate understanding of text read aloud by answering questions. SL 3.1, RI.3.7</p> <p><i>Speaking</i> SWBAT share orally with others what they know about water using a KWL Chart. SL 3.1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Single words, set phrases, memorized oral language expected • Sentence Frames <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Sentence starters • Word Wall for vocabulary support <p>Preparing the Learner <i>Activate Prior Knowledge</i> Introduce the lesson by showing the students a container of water. Students will describe what they see. Explain that the water may have many uses. Have a discussion on how they could use the water in the container (think/pair/share ideas). Complete the KW of a KWL Chart</p> <p><i>Building Background</i> Read Aloud, Splash, by Robert Kaufman- Discuss new vocabulary (add to word wall and display word illustrations) prior to reading. Complete vocabulary frames with a partner. Students will answer questions during and after the read aloud to check for comprehension. They will</p>	<p>Think about what you know about water. Draw what you picture in your mind. Discuss the ways we use water everyday.</p>

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<p>learn what water is, the percentage of water available to us, places where we can find water and how it is used in our environment.</p>	
<p><i>Reading</i> SWBAT chorally read grade level text with purpose and understanding. RF.3.4 SWBAT read new vocabulary and clarify meaning. RI.3.4 SWBAT chorally read key vocabulary using word wall. RF.3.3</p> <p>Interacting with Text To elicit conversation from the book Splash, by Robert Kaufman, show the picture of Earth:</p> <p><i>This is a picture of Earth taken from space. Water in oceans, lakes and rivers covers about 71 percent of earth's surface.</i></p> <p>Have students chorally repeat excerpts from the text. Discuss new vocabulary.</p> <p>After reading the text, have students share something new they learned about water by using a Think/Pair/Share.</p>	<p>What does this picture show? Is there more water than land or more land than water? What is the percentage of land on our planet earth? Cite the evidence from the text. Where do you think all this water is?</p>
<p><i>Writing</i> SWBAT add to the KWL Chart what they have learned about water. W.3.8</p> <p>Extending Understanding Students will work in groups, complete the KWL by listing new things they learned about water and write them on chart paper. They will post their charts and complete a Carousel activity where students will rotate from chart to chart, read, discuss new findings and add something new to charts if possible. Share with class.</p>	
<p>Formative Assessment: Class discussions/participation SL.3.1 Using a checklist (see Appendix), teacher will check student's level of understanding and participation in class and group discussion based on the WIDA rubric and Can Do descriptors.</p>	

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ELP 1-2: Students are expected to answer choice questions or use single words or memorized language. They may also use L1 and get support from a peer, dictionary or teacher.	ELP 3-4: Students should use content-related vocabulary in simple and some complex sentences. They may need the support of a word wall and sentence starters
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Lesson Plan #2

Lesson Overview: Engage in a project where they monitor and tally the amount of water they use over a period of two days (hands on experience). Students will decide whether they used more or less than the recommended average daily use per person.

Lesson Title: How do we use water?	Timeframe: 2 days of collecting data and 2 days of charting and discussing; 40 minute periods
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Lesson Components

Central texts: Refer to the book *Splash*

Interdisciplinary Connections: math, science

Integration of Technology: Calculator

Equipment needed: Chart, Printed activity sheets, writing materials. Consider calculators if they are familiar with these tools.

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to videos and answer questions posed at key points about water usage. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.3; CCSS Math 3.MD.A.2; NGSS 3-ESS3-1

ELP 1-2: Answer questions using L1 and/or single words with pictures and gestures.	ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.
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Reading. Read data in gallons from charts and activity sheets. WIDA ELD 2, 3 and 4; CCSS RI.3.4, RF.3.3, RF.3.4; CCSS Math 3.MD.A.2 ; NGSS 3-ESS3-1

Writing Compare and contrast water usage in gallons between students and daily averages. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.4, L.3.6 W.3.8; CCSS Math 3.MD.A.2 NGSS 3-ESS3-1

ELP 1-2: Use L1 and/or single words from word/picture wall	ELP 3-4: Use simple and complex sentences with content-related
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	vocabulary.
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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: tally, reasons, water supply, gallons, quarts, glass, dishwasher, L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: shower, bath, brush teeth</p> <p>Additional Vocabulary for ELP 3-4: usage, laundry</p>	
<p>Key language forms and conventions: Present tense, past tense, 1st person singular , 1st person plural L.3.1</p>	
<p><i>Listening</i> SWBAT take note of ideas as students share. W.3.8</p> <p><i>Speaking</i> Share ideas with other students and with class. SL 3.1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Single words, set phrases, memorized oral language expected • Sentence Frames <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Sentence starters • Word Wall for vocabulary support <p>Activate Prior Knowledge Think-Write-Pair-Share: Have students generate lists of all the possible uses of water, pair the students and encourage them to share their ideas with their partner and expand their lists. Then, ask the pairs of students to share some of their ideas with the class. Create a class chart (a class list can be generated and students can continue to add activities where water is used to the class chart as the unit develops).</p> <p>Building Background Hands-on activities with measurement of gallons. Bring in a gallon of water and have students discover how many quarts in a gallon. How many pints in a quart and how many cups in a quart.</p>	

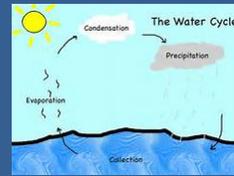
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<p><i>Reading</i> SWBAT read new vocabulary and clarify meaning. RI.3.4 SWBAT read activities recorded on data sheets. RF.3.3 SWBAT to determine author’s reason for writing the book. RI.3.6</p> <p>Interacting with Text From the book Splash by Robert Kaufman <i>People need water for many reasons. Water is very important for our health. Water also helps us grow food. We must make sure we always have enough water.</i></p> <p>Data Collection Activity: Complete a sheet indicating where and how they actually use water. The average water used by one person (according to activities) will be provided on a data collection sheet. Students will monitor and record when they use water for two days (see a tally sheet at end of unit).</p> <ol style="list-style-type: none">1. After they have tallied and estimated how much they used water use over 2 days, ask the students their impressions of water usage over the 2-day period. Use “I” and “we” in their answers.2. Discussion: Lead the students in a discussion about where and how water was used.3. Review information on website http://water.usgs.gov/edu/sq3.html Calculate how many gallons of water they used.	<p>What is the author trying to tell us?</p> <p>How much water did you use each day?</p> <p>Did you use water in any manner that was not listed on the data collection sheet?</p>
<p><i>Writing</i> SWBAT compare and contrast the average daily use of water a person uses to the amount they used according to the data. W.3.8</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none">• Use graphic organizer• Use L1• Word wall• Pictures <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none">• Word wall• Sentence starters <p>Extending Understanding</p>	

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<p>Students will read the collection activity chart; add activities to the class chart. Compare and contrast their water consumption for 2 days to the averages indicated on the data sheet. Use a Venn Diagram to compare and contrast. Allow students to share their experiences.</p>		
<p>Formative Assessment: In writing, compare and contrast student's usage of water to the average usage. RI.3.9, W.3.8</p>		
<p>ELP 1-2: Use sentence frames, word wall, L1 and Venn diagram to compare usage of water.</p>	<p>ELP 3-4: Use language function word wall and Venn diagram to complete a comparison/contrast essay with simple and some complex sentences.</p>	

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Lesson Plan #3

Lesson Overview Students will learn about the water cycle through reading and analyzing informational text, engaging in a project where they observe and monitor the different stages of the water cycle.

Lesson Title: The Water Cycle

Timeframe: 10 Days, 40 minute period

Lesson Components

Central Texts:; *The Snowy Day* by Ezra Jack Keats; *The Water Cycle* by Therese Greenway Water, *Water Everywhere* by Mark J Rauzon and Cynthia Overbeck Bix

Interdisciplinary Connections: Science

Integration of Technology: Computer, projector

Equipment needed: plastic aquarium, soil, glass container, plastic trees, sticks and rocks, plastic cover

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to read alouds and demonstrate understanding of the water cycle by answering questions posed at key points. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.3; NGSS 3-ESS3-1

ELP 1-2: Answer choice questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading Read excerpts closely and identify main idea and key details about the water cycle. WIDA ELD 2 and 4; CCSS RI.3.1, RL.3.1, RL.3.2, RI.3.2, RF.3.4; NGSS 3-ESS3-1

Writing Explain the water cycle process using labeled diagrams and word wall. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.6 W.3.2; NGSS 3-ESS3-1

ELP 1-2: Use L1 and/or single words from word/picture wall

ELP 3-4: Use simple and complex sentences with content-related vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: condensation, evaporation, precipitation, L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: solid, gas, liquid</p> <p>Additional Vocabulary for ELP 3-4: state of matter, surface, aquifer</p>	
<p>Key language forms and conventions: make predictions, present tense, past tense, transitional words L.3.1</p>	
<p><i>Listening</i> SWBAT follow directions and identify forms of water.</p> <p><i>Speaking</i> SWBAT sing Water Cycle song. SL 3.5 SWBAT use new vocabulary in complete sentences L.3.4 SWBAT discuss concepts presented in pairs or small groups SL.3.1, SL.3.2</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Single words, set phrases, memorized oral language expected • Sentence Frames <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Sentence starters • Word Wall for vocabulary support 	
<p>Activate Prior Knowledge Preparing the Learner Ask students to name things in nature that are made only of water and compile a class list. The list may include oceans, rivers, streams, ponds, lakes, clouds, rain, snow, ice, underground water, and water used and disposed of by humans.</p> <p>Stand up- sit down. Show students pictures of water in different forms. Stand up if they know the technical name of the form. Have students who are standing describe the pictures. Write students'</p>	<p>What are three forms of water? What are three process of how water cycles?</p> <p>What are the stages of the water</p>

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<p>responses. Teach and practice the Water Cycle Song (see appendix).</p> <p>Building Background Frontload key vocabulary words: evaporation/transpiration, condensation, precipitation, collection/storage using Kinsella Model. Watch video http://www.epa.gov/safewater/kids/flash/flash_watercycle.html</p>	<p>cycle? What is precipitation? Water storage/collection? Evaporation or transpiration? Condensation?</p>
<p><i>Reading</i> SWBAT read new vocabulary and clarify meaning. RI.3.4 SWBAT ask and answer questions about the various stories and articles on the water cycle. RL.3.1, RI.3.1 SWBAT to infer and make predictions. RI.3.2, RI.3.2</p> <p>Interacting with Text Over the 7 days, various books will be used to build knowledge and vocabulary. Students will move from teacher-directed activities to independent reading.</p> <p>Read Aloud: The Snowy Day (narrative) Ask questions during the reading to check for comprehension. During the lesson certain passages will be highlighted for further discussion. A passage from The Snowy Day, by Ezra Jack Keats that should be highlighted for discussion, <i>He picked up a handful of snow and still another and another. He packed it round and firm and put the snowball in his pocket for tomorrow. Then, he went into his warm house.</i> Students make predictions. Explain to the students that we are going to learn about the Water Cycle and we will learn what happens to the snowball in the Peter’s pocket.</p> <p>Tell students that water moves from location to location all around the Earth. Think-pair share (TPS) about questions.</p> <p>Complete hands-on experiment in appendix. Read aloud an excerpt from <i>The Water Cycle</i>. Then group students by reading levels to closely read the</p>	<p>What do you think is going to happen to the snow ball in Peter’s pocket? What words in the text make you think that? What are three states of matter? How does water change into the three states of matter?</p> <p>TPS questions: Where do clouds come from? Where does the rain come from? Where does the water go after it rains?</p> <p>What are the four steps/stages in the water cycle? What happens when the vapor</p>

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<p>excerpt. Teacher will work with lowest group to guide how to find answers to the questions (may need to adapt the text depending on level of students).</p> <p>Independently read <i>Water, Water Everywhere</i> by Mark J Rauzon and Cynthia Overbeck Bix and answer PARCC-like questions. Some students may still need teacher or peer support in modeling how to answer these types of questions. Use the Gradual Increase of Student Independence (or Gradual Release of Responsibility) model; i.e. teacher model, guided practice, cooperative practice, independent learning.</p>	<p>condenses? Where is the water “stored” after it rains? Cite evidence from the text. What happens when water is boiling hot? a) it turns into an ice cube. b) it turns into a gas. c) it turns into a liquid.</p> <p>Which sentence from the text supports your answer? a) it freezes into solid ice. b) it trickles down the windowpane. c) it produces droplets called steam.</p>
<p><i>Writing</i> SWBAT explain how water travels in earth’s environment. W.3.2, W.3.5</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none">• Use graphic organizer and labeled diagram• Use L1• Word wall with pictures• Glossary with student-friendly definitions• Teacher support <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none">• Word wall• Sentence starters• Peer support• Glossary with student-friendly definitions <p>Extending Understanding Students will use a large glass or plastic aquarium to:</p> <ul style="list-style-type: none">• Demonstrate the water cycle process by creating a model using the container. Make mountains, hills, and a lake basin. Fill a plastic container with water, and put it in the area designated as the lake basin. Surround the cup with soil. Plastic trees, sticks, leaves, rocks,	<p>How does water travel in the earth’s environment?</p>

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etc., can be included to make the model more interesting. Cover the entire container tightly with plastic wrap and tape down the edges. Review the idea of water changing from one state of matter to another during evaporation and condensation. Students will make predictions about what will happen (write or make a drawing of their predictions in their notebooks).

- Watch for condensation on the top of the container and have students observe **precipitation** as the water falls to the ground. Ask the students to think about where the water from the sky is coming from. Review evaporation. Students will compare the results of this experiment with their predictions.
- Make a drawing of the experiment with arrows showing the flow of the water in this set-up. Label where evaporation, condensation, and precipitation occur in the experiment.
- Write and share with the class a paragraph describing how this model demonstrates how water moves on earth's surface and atmosphere. Use color copies of the water cycle to discuss the water cycle in detail.

Think/Pair/Share.

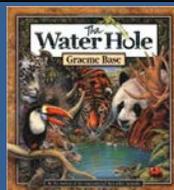
Create a model in which students demonstrate evaporation, condensation and precipitation.

Formative Assessment: Oral and written explanation of the water cycle using diagram or model. **W.3.2; SL.3.4**

ELP 1-2: Use sentence frames, word wall, L1 and labeled diagram to explain the water cycle.

ELP 3-4: Use language function word wall and labeled diagram of water cycle to explain the process using simple and some complex related sentences.

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Lesson Plan #4

Lesson Overview: Students will understand the weather characteristics of a drought, the consequences of a drought, and what you can do to be prepared for or deal with a drought.

Lesson Title: Water Drought

Timeframe: 5 days, 40 minute periods

Lesson Components

Central texts: *The Water Hole* by Graeme Base; *Discovering Drought* by Project Wet

Interdisciplinary Connections: Science and Social Studies

Integration of Technology: Computer, Internet, Smartboard, Ipads

Equipment needed: Books, world map, US map

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to read aloud and answer questions posed at key points about drought. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1; NGSS 3-ESS3-1; NJCCCS SS 6.1.4.B.4

ELP 1-2: Answer choice questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading. Identify informational text features and main idea and key details in stories about drought. WIDA ELD 2 and 4; CCSS RI.3.1, RI.3.2; RF.3.3; NGSS 3-ESS3-1; NJCCCS SS 6.1.4.B.4

Writing Write a research report on areas of drought. WIDA ELD 2 and 4; CCSS L.3.1, L.3.3, L.3.4 W.3.7, NGSS 3-ESS3-1; NJCCCS SS 6.1.4.B.4

ELP 1-2: Use sentence frames, templates, L1 and/or single words from word/picture wall. Illustrate and draw labeled diagrams.

ELP 3-4: Use simple and some complex sentences with content-related vocabulary and informational text features.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: floundering, sipping, lumbering, drought, timeline, annual L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: weather, climate</p> <p>Additional Vocabulary for ELP 3-4: squawking, wallowing, lapping</p> <p>Key language forms and conventions: Past tense, present progressive tense L.3.1</p>	
<p><i>Listening/Speaking</i></p> <p>SWBAT turn and share ideas with partners SL.3.1</p> <p>SWBAT answer questions during and after listening to a read aloud. SL.3.1, SL.3.2, RI.3.7</p> <p>SWBAT use key vocabulary. L.3.4</p> <p>Activate Prior Knowledge</p> <p>Ask students to describe the water cycle to their partners. Ask one student to tell the whole group but as they begin to describe <u>precipitation</u>, STOP and ask students to think what will happen if it doesn't rain.</p> <p>Watch the video clip on droughts. http://video.nationalgeographic.com/video/101-videos/droughts</p> <p>The teacher will bring to class a plant with dry soil. Ask students to observe the plant, describe it and explain what they see. Use this example to explain the concept of drought in our environment.</p> <p><i>"Drought is a period of water shortage, when a lack of normal rainfall produces dry conditions lasting as long as several years. In many areas of the world, droughts are a normal climate condition".</i></p> <p>Building Background</p> <p>Read Aloud: <i>The Water Hole</i> by Graeme Base. During the read aloud teacher will pause to address passages and check comprehension.</p>	<p>Who can describe a drought? What are some things we can do when there is no rain or a drought?</p> <p>Why is the water hole shrinking?</p>

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Listening and Speaking

SWBAT discuss what is happening in the story using present progressive and past tense verbs **SL.3.1, L.3.1**

SWBAT discuss where the droughts are occurring and locate on a map. Make reference to their country, where applicable. **SL.3.1**

Differentiate for ELP 1-2:

- Use primary language to clarify meaning
- Use picture dictionaries
- Use illustrations of areas affected by drought
- Label content based vocabulary
- Word walls in L1 and L2

Differentiate for ELP 3-4:

- Word wall
- Glossary or student friendly dictionary
- Sentence starters

Reading

SWBAT read new vocabulary and clarify meaning. **RI.3.4**

SWBAT ask and answer questions about the text and identify main idea and details **RI.3.1, RI.3.3**

SWBAT to determine author's reason for writing the book. **RI.3.6**

Interacting with Text

Reread excerpts from *The Water Hole*:

10 kangaroos looking at the water hole

There was nothing to say

The water was all gone

And all the animals went away

Ask questions about the story.

In small groups, closely read the text and answer questions. Find the evidence in the text.

What happened when the kangaroos got to the water hole?

How do you think they felt?

Why was the water all gone?

What message is the author trying to tell us?

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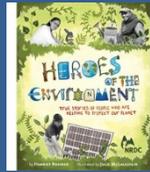
<p>Watch the video and read excerpts from the following website: http://droughtmonitor.unl.edu/ http://drought.eng.uci.edu/</p> <p>Students can locate current information on areas with <u>abnormally to exceptionally</u> drought conditions in the US and their own countries, if applicable.</p> <p>Using the book, <i>Discovering Drought</i>, pages 6-7 – Draw a line from each drought example to its location on the world map and record the date on the timeline.</p>	<p>What does the key or legend tell us about the drought maps?</p>
<p><i>Writing</i></p> <p>Write mini research report about issues regarding droughts in the US or in their own countries and the consequences and what people are doing to cope. W.3.7, L.3.1</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none">• Provide model/template• Use outline• Use L1• Word wall with pictures <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none">• Word wall• Sentence starters <p>Extending Understanding</p> <p>Use I pads to research one of the drought areas. Ask each group to choose an article to report to the class about water issues in our environment. Their report should include:</p> <ol style="list-style-type: none">1. A description of where the story takes place2. The date the story appeared3. How water was discussed in the article or story4. What water issues were raised5. How are people coping with the issue? <p>www.discoverwater.prg/use-water-wisely http://www.water.ca.gov/videorelease/</p>	
<p>Formative Assessment: Student’s oral and written report from their mini research. RI.3.9, W.3.7</p>	

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ELP 1-2: Use sentence frames, word wall, L1, labeled maps and diagram to identify areas of drought. Rehearse their report, use note cards and partners or record it.

ELP 3-4: Use note cards and partner for oral report. The written report should include complete simple and some complex sentences in multiple paragraphs.



Lesson Plan #5

Lesson Overview: The students will learn of ways to conserve waters and complete a Call to Action by writing an essay, creating a poster or a Public Service Announcement on the importance of water conservation.

Lesson Title: How can we conserve water?

Timeframe: 4 days, 40 minute periods

Lesson Components

Central Texts: *Why Conserve Water?* Excerpt from Water Conservation Article, *Heroes of the Environment: True Stories of People who are Helping Protect Our Land* by Harriet Rohmer; *Why Should I Save Water?* by Jen Green

Interdisciplinary Connections: Science and Social studies

Integration of Technology: Computer, Microsoft word, moviemaker, video, Ipad

Equipment needed: Books, article, pictures on conservation <http://www.epa.gov/watersense/kids/index.html>;
<http://www.scholastic.com/njaw/>, http://www.water.ca.gov/education/docs/SOW-Help_your_school_save_water-poster.pdf

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to read alouds and demonstrate understanding of the water cycle by answering questions posed at key points. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.3; NGSS 3-ESS3-1

ELP 1-2: Answer choice questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading Read excerpts closely and identify main idea and key details about the water cycle. WIDA ELD 2 and 4; CCSS RI.3.1, RL.3.1, RL.3.2, RI.3.2, RF.3.4; NGSS 3-ESS3-1

Writing Explain the water cycle process using labeled diagrams and word wall. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.6 W.3.2; NGSS 3-ESS3-1

ELP 1-2: Use L1 and/or single words from word/picture wall

ELP 3-4: Use simple and complex sentences with content-related vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: conserve, leaky faucets, dump, tons, waste, chemicals, pollute L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: recycle, harmful, Additional Vocabulary for ELP 3-4: creatures, spoils</p>	
<p>Key language forms and conventions: Verbs (past tense and future tenses), transitional words L.3.1</p>	
<p><i>Writing</i> SWBAT write ways that they could have saved water based on their monitoring of water usage. W.3.8</p> <p><i>Listening</i> SWBAT listen to their peers and identify similar ideas. SWBAT listen to a read aloud and compare and contrast ways to conserve water. RI.3.7</p> <p><i>Speaking/Listening</i> SWBAT consult and share ideas with other students. SL.3.1 SWBAT answer questions during and after listening to a read aloud. SL.3.1, SL.3.2 SWBAT use key vocabulary. L.3.4</p> <p>Activate Prior Knowledge Refer to the project where students monitored their use of water in lesson 2. In small groups, discuss ways that they could save/conserve water and list on their chart. Have each group give one answer. Other groups listen and check off their list if they have that idea. Then only offer new ideas. Teacher will compile a class list.</p> <p>Building Background: Read aloud chapter from Heroes of the Environment. With a partner, discuss how that person conserved water or encouraged others to do so. Compare class list to the “hero’s” list.</p>	<p>Did you use water wisely? How could you have conserved water?</p> <p>What did the hero do to save/conserve water? Which of these ideas can you do?</p>

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Reading

SWBAT answer questions by referring explicitly to readings throughout the unit **RI.3.1**

SWBAT read new vocabulary and clarify meaning. **RI.3.4**

SWBAT ask and answer questions about the text and identify main idea and details **RI.3.1, RI.3.3**

SWBAT to determine author's reason for writing the book. **RI.3.6**

Listening and Speaking

SWBAT discuss what will happen if we do not conserve water using future and past tense verbs **SL.3.1, L.3.1**

SWBAT discuss what they can do conserve water themselves and how they can encourage others to conserve others. **SL.3.1**

Differentiate for ELP 1-2:

- Use primary language to clarify meaning
- Use illustrations
- Model sentences
- Repeat patterned sentences
- Word walls in L1 and L2

Differentiate for ELP 3-4:

- Word wall
-

Sentence starters

Interacting with Text

Group students according to lexile level. Have students read excerpts from the various appropriately-leveled texts and answer questions by using [Reciprocal teaching](#) cooperative learning strategy. [Jigsaw](#) students into mixed groups and have them present their findings to each other.

Choose juicy sentences from each text to deconstruct and identify the transitional phrases which increase the complexity, the language forms and conventions and key vocabulary. E.g.:

Because we have such a small supply of fresh water, and because the number of people who use it keeps growing, we must learn to use it wisely.

What does the author mean when he says we have such a small supply of water?

What is the text about?

What message is the author trying to tell us or convey?

Find parts of the text to support your answer.

Which parts of the sentence are the causes and what is the effect? What should we do?

What does "wisely" mean?

What is "fresh water?"

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<p><i>Writing</i> SWBAT use key vocabulary, transitional words, facts, and details to encourage others to conserve water. W.3.2, W.3.1, L.3.1.W.3.7</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none">• Provide model/template• Use outline• Use L1• Word wall with pictures <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none">• Provide model• Word wall• Sentence starters <p>Extending Understanding Write an essay, create a poster or a PSA and include the following points:</p> <ol style="list-style-type: none">1. Introduction: Explain the importance of water in the environment2. Facts: Provide examples of how our water supply is endangered3. Details: Why do we need to conserve water and keep our waters clean?<ul style="list-style-type: none">• List 3 to 5 ways to conserve water.• List 3 to 5 ways to help maintain our waters clean4. Details: Recognize wasteful uses of water in their own environments5. Conclusion: Personal opinion on the topic <p>Refer to the readings discussed throughout the unit when writing. Teacher must guide and monitor students through the 5 Steps in the Writing Process 1. <i>Pre-writing</i> 2. <i>Drafting</i> 3. <i>Revising</i> 4. <i>Editing</i> 5. <i>Publishing</i></p>	

Typical water use at home

Bath	A full tub is about 36 gallons.
Shower	2-2.5 gallons per minute. Old shower heads use as much as 4 gallons per minute.
Teeth brushing	<1 gallon, especially if water is turned off while brushing. Newer bath faucets use about 1 gallon per minute, whereas older models use over 2 gallons.
Hands/face washing	1 gallon
Face/leg shaving	1 gallon
Dishwasher	20 gallons/load, depending of efficiency of dishwasher
Dishwashing by hand:	4 gallons/minute for old faucets. Newer kitchen faucets use about 1-2 gallons per minutes.
Clothes washer	25 gallons/load for newer washers. Older models use about 40 gallons per load.
Toilet flush	3 gallons for older models. Most all new toilets use 1.2-1.6 gallons per flush.
Glasses of water drunk	8 oz. per glass
Outdoor	2 gallons per minute

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watering	

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	Day One	Day Two
Brushed teeth		
Flushed toilet		
Washed dishes (hand)		
Dishwasher		
Laundry		
Shower or bath		
Washed hands		
Drank water		
Other		

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Water Cycle Song

Lyrics © 2006 by Kim Estes, Ochoa Middle School, Pasco School District

Tune: Are You Sleeping Classroom Educational Use Only (Add gestures)

Water Cycle, Water Cycle

It's a circle, it's a circle

Evaporation can be first

When liquid turns to gas

It goes up

To the air

Water Cycle, Water Cycle

It's a circle, it's a circle

Condensation's next

When gas turns into liquid

It forms a cloud

Or fogs up glass

Water Cycle, Water Cycle

It's a circle, it's a circle

Precipitation's next

When clouds are way too heavy

Rain falls down

To the ground

Water Cycle, Water Cycle

It's a circle, it's a circle

Runoff from the soaked land

Collects in lakes or aquifers

Or into the ocean

The water flows

Water Cycle, Water Cycle

It's a circle, it's a circle

Repetitive, continual,

Our water is recycled

It's so old

The water's old

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Hands-on activity Lesson #3 adapted from <http://learning-in-action.williams.edu/opportunities/elementary-outreach/science-lessons/3rd-grade-weather-unit/>

Activity:

1. Explain that the process by which water moves and is changed is called the **water cycle**. Write the words **water cycle** on the word wall. Demonstrate the water cycle by boiling water in a glass beaker on a hot plate. Ask students to **observe** with their eyes and ears what happens to the water. Have students turn to a partner to say what they see and hear and then record their observations in their science journals. Answer the question: What makes the water evaporate or boil?

*Teacher Explanation: When the water boils, it **transforms** into steam. Steam is the gaseous form of water, which has more heat energy than liquid water. Gas is less heavy than liquid, so it rises. The process by which water changes into steam is called **evaporation**.*

2. Hold a metal pan with ice cubes above the boiling water and ask students what they think will happen, turn and tell a partner. Then, watch what happens to the bottom of the pan. Why do water droplets collect on the bottom of the pan? Why does the steam turn back into a liquid on the metal plate?

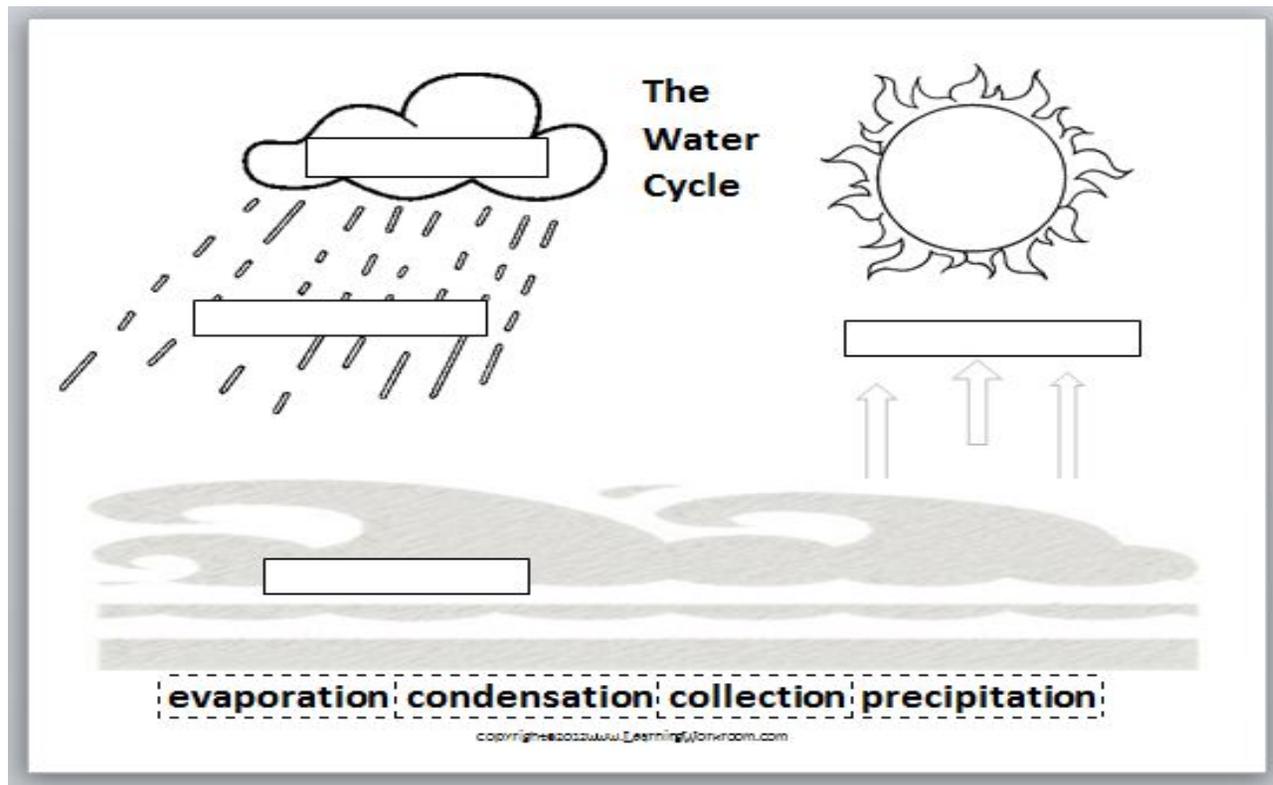
*Teacher Explanation: Ice is the solid form of water, and it cools down the pan. When steam hits the pan, it cools down and loses heat, and it becomes a liquid in the form of water droplets. The process by which steam cools to become water is called **condensation**.*

3. When the water starts to fall off the pan and back down into the beaker, explain that this is called **precipitation**. Precipitation happens when water droplets become heavy and fall due to gravity. Draw a diagram of this model on the board and label the key parts and processes. Find copy of Bill Nye Water Cycle, one URL is: (<https://www.youtube.com/watch?v=L6OeAY804MA>) and watch segment from 1:50 - 3:35 to explain the water cycle. Explain that when water pools together such as in ponds and lakes, this is called **collection or storage**.

4. Ask students where else they have observed precipitation. Guide them to think of examples like rain or snow outside. Explain to students that rain is a form of precipitation. Ask students where rain comes from. Using the model of the water cycle, ask students to think about where the water from the sky is coming from. Review evaporation. Water evaporates into the air and condenses to form clouds. Ask students to brainstorm sources of water for evaporation, such as rivers, lakes, and oceans. Turn and tell your partner.

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5. Use the color copies of the water cycle or Smartboard depiction to discuss the water cycle in detail. In small mixed ELP levels, ask students to describe the steps of the water cycle in their own words. Then have students complete the diagram on the “Can You Identify the Steps of the Water Cycle?” worksheet.



Using the word bank, label each step in the water cycle.

Evaporation: water changes from a liquid to a gas; occurs more rapidly at warmer temperatures

Condensation: water changes from a gas to a liquid; occurs when water vapor gets cold

Precipitation: water falling to the earth in the form of rain, hail, mist, sleet, or snow

Collection: water that falls as precipitation comes together in bodies of water such as oceans, rivers, lakes, and streams, or underground

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GRADE THREE UNIT 5 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Recognize importance of water in our lives. Vocabulary: water cycle, water conservation, precipitation, scarce, drought, resource, drinkable, amount, available, excerpt, environment, waste, survival, faucet/tap	Explain the Water Cycle process. Identify ways to conserve water.	Determine the meaning of words and phrases as they are used in a text.	Kinsella protocol Use a bilingual dictionary/glossary Visuals, videos, illustrations	Identify main idea and details. Cite evidence from the text. Mini-research of topic and write a 2-3 paragraph summary or create a poster or create a PSA	Write informative texts to examine a topic and convey ideas, concepts, and information.	Engage effectively in a range of collaborative discussions Make oral reports	Present progressive, future and past tense verbs Transitional phrases for cause/ effect, sequence and compare/ contrast First person singular/plural I/we	Clarification Summarizing Predicting Questioning Visualizing Use text features