Exploring Freshwater Habitats

KEY IDEA Students explore freshwater habitats, including rivers, lakes, marshes, and swamps. Students learn about the variety of freshwater habitats and wildlife by focusing on characteristics of each habitat and food chains.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.3.3 MAIN FOCUS Key Ideas & Details
Sessions 1, 2, 3
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Craft & Structure
Sessions 1, 2, 3
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2–3 topic or subject area.

RI.3.5 MAIN FOCUS Craft & Structure
Sessions 2, 3
Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.8 MAIN FOCUS Integration of Knowledge & Ideas
Sessions 2, 3
Describe the logical connection between particular sentences and paragraphs in a text.

RI.3.10 Range of Reading & Level of Text Complexity
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.3 Comprehension & Collaboration
Sessions 1, 2, 3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.4 Vocabulary Acquisition & Use
Session 2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4a Vocabulary Acquisition & Use
Additional Instruction
Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4c Vocabulary Acquisition & Use
Additional Instruction
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

RF.3.3c Phonics & Word Recognition
Additional Instruction
Decode multisyllable words.

RF.3.4c Fluency
Session 2
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.2 Text Types of Purposes
Writing Task
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8* Research to Build & Present Knowledge
Sessions 1, 2, 3
Recall information from experiences or gather information from provided sources to answer a question.
*Standard adapted from another grade

W.3.10 Range of Writing
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Session 1  Text Selection: pp. 3–6

Key Idea: Text Selection  Students read about river habitats, by studying the plant and animal life the thrives around the Nile River.

PREVIEWING THE TEXT  5 minutes
Read the title, author credit, and back cover with students. Then invite students to look at the table of contents.

The title of this book is Exploring Freshwater Habitats. Let’s read the back cover and talk about what a habitat is. What did you learn by reading the back cover?

I learned we’d be reading about the Nile and some swamps and other places.

Great, this can help us understand the word habitat. A habitat is a place where animals and plants live. Now, let’s look at the contents. Based on the contents, what do you think you will learn about in this book?

Rivers, marshes, lakes, streams, and swamps

READING THE TEXT CLOSELY  10 minutes
Explain the learning focus for students. Have them read page 3. Check to see how they are doing with the application of the focus. Provide support if needed.

As we read today, we are going to pay attention to the scientific ideas and details in the book. Then, we are going to think about the relationships between these ideas and details. Let’s start by talking about some of the details we learned on page 3.

I learned a lot about the Nile River. I learned that it flows for thousands of miles. I also learned that it passes through lots of places and helps the animals and plants in those places.

Great. Now let’s think about how those details are related or connected. There can be many ways, but let’s consider whether the details are sequential or show a cause-and-effect relationship. Who has an idea?

I think it’s sort of cause and effect because the details tell me how the river flows through places. And then I found out how this results in plants and animals staying alive.

Corrective Feedback
Have students reread the first pages to identify sequence and cause/effect relationships. Encourage them to silently reread, stopping at key points to think and talk together about their understandings.

DISCUSSING THE TEXT  10 minutes
Invite students to share the scientific details and ideas they learned and to identify any sequential or cause-and-effect relationships they found.
Before we begin, I want to encourage you to ask questions if you don’t understand what a classmate says. Now, let’s talk about what we read.

What scientific details and ideas did you learn and what was the relationship between those details or ideas?

I found a sequential relationship. On page 6, it says that a larva eats a plant, then the frog eats larva. Then the monitor eats the frog, and last, the crocodile eats the Nile monitor. See it all happens in order.

That is a great example of a sequence. How does knowing that these details are in sequence help understand the food chain?

Well, it made me think about something the book said. The book said that animals depend on other animals or plants. But knowing that the chain happens in order really made me understand this. If something doesn’t happen in the chain, like if the monitor doesn’t eat the frog, then the crocodile won’t have a big fat monitor to eat. It all goes in order.

Well done. Knowing that these details are in sequence helps us understand that every part of the food chain is important. If one step were missing, the food chain would have to change.

Focus on the word larva on page 6.

On page 6, there is a word that may be unfamiliar—the word is larva. Let’s closely read this page in order to figure out the meaning of this word. Who has an idea what larva means? Please tell us and also tell us what details from page 6 helped you figure it out.

I think a larva is a little bug. I used the illustration to help.

Yes, well done. We could also use the Glossary at the end of the book. The Glossary states that larva means “the wormlike stage of an insect.”

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read reports.

You found scientific details and ideas and determined the relationships between those ideas. Use this strategy as you read other reports and informational texts.

**Formative Assessment: Comprehension**

Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focus.

**Teacher’s Choice**

**COMPREHENSION: CAUSE-AND-EFFECT RELATIONSHIPS**

Have students use the blackline master on page 10 to describe cause-and-effect relationships discussed in Exploring Freshwater Habitats. Review students’ answers as you evaluate their mastery of the learning focus.

**Constructed Response: Collect Text Evidence**

Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the question: How do different freshwater habitats provide food, water, and shelter? Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 2  Text Selection: pp. 1–6

LEARNING FOCUSES
RI.3.3, RI.3.5, RI.3.8
Students return to the text, using text features to identify scientific details and ideas and to determine the relationship between those scientific details and ideas as well as relationships between sentences and paragraphs.

ELL SUPPORT
L.3.4 Vocabulary Support vocabulary such as wildlife, riverbank, and depends in context using the ELL vocabulary strategies in Getting Started.

RETURNING TO THE TEXT  5 minutes
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

Let’s quickly review our discussion from the last session

We read about the Nile River and the plants and animals that live there.

Yes, we learned a lot about the Nile River, and we looked for relationships between ideas about the habitat and food chains to help us understand what we read.

READING THE TEXT CLOSELY  10 minutes
Explain the learning focuses. Invite students to reread pages 3–5. Check to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Today we’re going to use strategies to deepen our understanding of the Nile River and the plants and animals that live there. As we reread today, we’re going to think about special features in the text that can help us find information. Let’s look at page 3. How can you find out where the Nile River is located without reading the paragraph?

I can look at the map and see that it is in Africa.

How can you find out what animals and plants might live there?

Well the pictures of the animals are labeled, so I can read the labels.

These are text features, and we can use text features to find information about a topic. Now that we know these facts, we can deepen our understanding by looking for relationships and connections between the facts, like cause-and-effect, sequence, and comparisons. As you finish rereading this chapter on rivers, ask yourself what the relationships are between the facts you find.

Formative Assessment: Fluency Listen to each student read a portion of the text. Observe students’ fluency. If students need additional practice with fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after the reading.

DISCUSSING THE TEXT  10 minutes
Facilitate a discussion in which students use text features to locate details and then analyze the relationships between details and ideas. Remind students to take the time to ask questions about their classmates’ contributions to the discussion.

I’d like to hear what text features some of you saw and what information you got from those text features. Who wants to share?

I saw a lot of text features on page 6. There was a diagram and arrows on the diagram. Also there were captions for all the pictures.

What scientific information did you get from these features?

I learned the names of the animals. Oh, and the arrows really showed me the order things happen, like which animal eats which. I could look at the arrows and tell.
Well done. You used the diagram and the arrows to quickly gather scientific information about the food chain in the Nile River. Now, let’s talk about the relationship between the ideas on this page. How did the arrows on the diagram help you understand the relationship? Who could explain this for us?

Well the arrows went in a certain direction. So that helped me know there was a relationship going on. I figured the arrows were telling me the order of things because arrows do that sometimes. And I could see that the larva was first, then the frog, then the monitor, and lastly the crocodile. So the arrows helped me figure out the diagram showed things in the order they happen.

So it sounds like you used this text feature to figure out that this page was telling you about the sequence of events that happens in a river food chain. It’s important to know the sequence of events to understand how the food chain really works.

Draw students’ attention to the word vast on page 3.

On page 3, the author writes about vast plains. This word might be unfamiliar to many of us. Let’s see if we can find context clues from page 3 that help us understand this word. Can anyone identify helpful context clues?

Yeah, the paragraph says the river flows thousands of miles and passes through lots of things. So, I think the word vast has something to do with how much space the river travels through. Like these places called plains are really big.

Did anyone else find any helpful clues on the page?

Yeah, actually, I used the picture. The picture showed a river going through a big space, like you could really tell the river was traveling far. So I think the word vast also means something about a lot of space.

Well done, and you are correct. The word vast does mean “large” or “great.” So the Nile River travels through large plains. You can use context clues again the next time you find an unfamiliar word.

Guide students to think about the benefits of asking and answering questions during a discussion.

We’ve talked about finding relationships between scientific details and ideas as we read and about using text features to locate information. We’ve also been trying to ask each other questions during our discussions. How could it be helpful to ask each other questions as we talk about these ideas?

Sometimes I don’t understand what someone means. If I ask a question, my classmate might be able to say something more clearly.

How can we be clearer as we answer questions?

I could say something in a different way.)

Can anyone add to that?

I could give more information or more details.

Sometimes we feel shy or nervous about asking questions. Remember that others may have the same question, and the answer will help them, too.

Confirm students’ good use of the focuses and encourage them to keep them in mind whenever they read reports or other informational texts.

You did a great job using text features to find scientific details and ideas and also to analyze the relationships between those ideas. You can use these techniques whenever you read reports or other informational texts.
**Formative Assessment: Comprehension**

Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

**FLUENCY FOLLOW-UP**

Fluency Practice Remind students that rereading a nonfiction text builds understanding and strengthens fluency. Model reading the descriptions of animals on page 4. Share your thinking as you note an example of vocabulary that you better understand after rereading, such as *blood vessels*. Then have partners reread the same text and discuss what they noticed about their own thinking as they reread.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

Formative/Summative Assessment Have students continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the question: *How do different freshwater habitats provide food, water, and shelter?*

Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 3  Text Selection: pp. 19–22

**Key Idea: Text Selection** The cypress swamp is a type of freshwater habitat in which various animals and plants survive.

**RETURNING TO THE TEXT**  5 minutes

Explain that students will continue to read about freshwater habitats, identifying relationships between ideas and connections between sentences and paragraphs and using text features to find evidence in the text.

We’ve learned about a river habitat, using text features to identify scientific details and deepening our understanding by describing relationships between ideas. We will continue to use these techniques as we read a chapter about cypress swamps.

**READING THE TEXT CLOSELY**  10 minutes

State the learning focuses and invite students to read pages 19–21. Check to see how well they are doing with application of the focuses. Then have students read page 22, paying specific attention to relationships between ideas, text features, and connections between sentences.

Now, let’s read pages 19–21. While we read, let’s use text features to find scientific details and ideas. Later, we will identify relationships between these details and ideas. What are some text features you noticed and what information did you gather from them?

On page 19, there’s a little itty bitty map. Really quickly, I could see that cypress swamps are in the U.S. Oh, and I saw another map on page 21, which talked about Maryland, so now I know that cypress swamps are in Maryland.

Well done, you used the text features to quickly locate information. Now, let’s read the rest of the chapter. We’ll talk about connections we can make when you’ve finished.

**DISCUSSING THE TEXT**  10 minutes

Facilitate a discussion that links the three learning focuses. Remind students to use text features to identify scientific details and ideas and then to consider how the details and ideas are related or connected. As students discuss their ideas, remind them to ask and answer questions.

Now let’s talk about relationships between details and ideas about cypress swamps. There are lots of kinds of relationships we can find, such as sequence, cause-and-effect, and comparison. Remember to ask questions if you don’t understand what your classmates say. Let’s try to be clear and give details from the text as we answer each other’s questions. Who has an example that they found? Please show us where you found the details in the book.

Well, I noticed that there were a lot of details about trees. Page 20 says ospreys nest in trees. And page 21 says opossums hang from trees and the banded water snake is also in trees. I think the relationship is a comparison one. I read these details and then I could compare the way these animals used trees.

**LEARNING FOCUSES**  
RI.3.3, RI.3.5, RI.3.8

Students return to the text to describe relationships between ideas and concepts. They also describe the logical connection between sentences and paragraphs. Students use text features and search tools to locate evidence in the text that is relevant to the discussion.

**VOCAUBULARY**  
RI.3.4  Help students understand the meanings of verbs that the author uses in connection with animals’ movements, such as nests, plunges, hangs, glides, and hover.
Well done! Did anyone else notice any relationships between details and ideas in this chapter?

Yeah. I did. I think I found a cause-and-effect relationship. On page 21, it says the wetland soaks up water. The effect is that it prevents flooding.

Terrific. How about sequence? Did anyone notice details that described a scientific order that things happen.

Yes, I did, in the diagram on page 22. The diagram shows how the events follow a certain pattern. One animal eats another animal in the food chain. The animals depend on each other to live.

How did the text features help you find this information?

The arrows in the diagram show how things happen in an order. This and the pictures makes it easy to understand.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the question: How do different freshwater habitats provide food, water, and shelter? Have students use the text evidence they collected to support their writing.

CLOSE READING OPTIONS

Summative Assessment Print the online blackline master for independent close reading. Ask students to read the selection indicated on the page independently and respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for a small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.

Writing Task: Informative

You’ve learned a lot about freshwater habitats and have recorded facts and details. Now you’ll write a report to share what you’ve learned. Review your notes and choose two freshwater habitats that interest you. Think about how they are similar and different. Then plan your report. Write an introduction that clearly states how the habitats are similar and different. Then explain by including several facts in the body of your report that reveal the similarities and differences between the habitats. Finally, write a conclusion in which you restate how the habitats are similar and different. Be sure that all the facts you include are accurate.
WORD STUDY

Root Words Focus on the word transportation to discuss using root words to understand the meaning of unfamiliar words.

Let’s look at the word transportation at the bottom of page 3. The root of transportation is port. What other words do you know that contain the root port?

- There are the words import and airport. I know export and important.

All those words contain the root port. Let’s talk about this root. The word import means to bring things into this country from other places. And the word export means to send things from this country to other places. Can someone help out by giving us a definition for airport?

- It’s a place where planes take off and land. The planes take people to other places. They travel.

Based on this, we can figure out that port means place, or “a place where people and things travel.” Who can use this to define the word transportation?

- I think it means a way to move from place to place.

VOCABULARY

Context Clues Help students learn content-specific words using context clues.

We’ve read many wildlife and plant names in this book. For example, let’s talk about the phrase blood vessels on page 4. This is an uncommon phrase for us to see. Let’s use context clues to figure it out. Who has an idea?

- Well, the sentence it’s in says the blood vessels help the turtle to breathe. And the phrase blood vessels has the word blood in it. So I think there’s some sort of blood thing in the turtle’s skin that help it breathe.

Good thinking! You were able to use context clues to understand this unfamiliar phrase which really helped you to better understand what you were reading. Blood vessels are thin pathways that blood travels through in our bodies.

WORD RECOGNITION

Multisyllable Words Help students locate the word eeriness on page 19.

As you read, you’ll come across words with several syllables. You can break the word apart to help you read it. What word parts do you see in eeriness?

- I see the suffix -ness.

Who remembers what that suffix means?

- a condition of something, like happiness is a condition of being happy

What is the root word?

- eerie

Who knows the meaning of eerie?

- It means unusual or a little scary.

Let’s try to break the word into syllables. Say the syllables with me: ee ri ness. Now let’s look at the sentence with the word on page 19. Does your meaning of the word make sense?

- Yes, the swamp is scary and creepy!
Comprehension: Cause-and-Effect Relationships

As you read Exploring Freshwater Habitats, think about cause-and-effect relationships. Use this organizer to write about the causes and effects you read about. Be sure to write the number of the page where you find information from the text.

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<th>Cause</th>
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Score: __________
# Collecting Text Evidence

How do different freshwater habitats provide food, water, and shelter?

Use this chart to collect evidence you can use to answer the question. You may need more than one copy.

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<th>Evidence from the Text</th>
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**Score:** ________
Writing Task: Planning Your Informative Report

Write an informative report in which you compare two of the habitats you read about. Use facts and details to explain how the habitat provides food, shelter, and water for the plants and animals that live there.

Introduction (tell what you are writing about):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Body (include at least three facts and details):

________________________________________________________________________

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Closing (state again what you are writing about):

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Score: __________