



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 10

Continued Close Reading of *That Book Woman*: Text-Dependent Questions and Vocabulary



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can answer questions using specific details from the text. (RL.3.1)
I can explain what I understand about the topic being discussed. (SL.3.1)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can answer questions using specific details from the *That Book Woman*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of new vocabulary using clues in the text around a word.

Ongoing Assessment

- Close Read recording forms (completed) for *That Book Woman*: Questions from the Text
- Vocabulary cards

Agenda

1. Opening
 - A. Engaging the Reader (5 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (25 minutes)
 - B. Vocabulary (25 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Complete any unanswered questions on *That Book Woman*: Questions from the Text.

Teaching Notes

- Students will need materials from Lesson 9: excerpts from *That Book Woman* student copy and their Close Read recording forms.
- Review: Think-Pair-Share, Helping Students Read Closely, and Quiz-Quiz-Trade Vocabulary strategy (Appendix 1).



Lesson Vocabulary	Materials
<p>plowing, dusky, scholar, britches, passel, yearn</p> <p>(See also the Teacher Resource in supporting materials at end of this lesson for a list of possible words students can figure out from text; do not give students these words or the list, but use this to guide instruction.)</p>	<ul style="list-style-type: none">• Close Read recording form anchor chart for <i>That Book Woman</i> (from Lesson 9)• Illustrations from <i>That Book Woman</i> (pre-selected by teacher)• Excerpts from <i>That Book Woman</i> (from Lesson 9)• <i>That Book Woman</i>: Questions from the Text (one per student)• 8.5" x 11" sheet of white paper• 3" x 5" index cards (one for each student)• <i>That Book Woman</i> Vocabulary: Using Context Clues (for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather the students in a circle. Show students several illustrations from <i>That Book Woman</i> by Heather Henson. For each illustration, ask students to Think-Pair-Share the important details happening in that scene: "Who do you see? What do you see? What's an important detail you remember from this part of the story?" Study illustrations for 3 minutes to activate students' prior knowledge.• Unpack the first learning target: "I can answer questions using specific details from the <i>That Book Woman</i>." Ask students to turn and talk with a partner, restating this target in their own words.• Direct students to the Close Read recording form anchor chart for <i>That Book Woman</i> they created during Lesson 9. Remind students that today they will continue rereading, talking, and writing about this challenging text to understand it even better.	



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (25 minutes)</p> <ul style="list-style-type: none"> Remind students that they have already heard or read <i>That Book Woman</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and then on their own and with groups to find and record important details and think about the story's message or lesson. Ask students to locate the excerpts from <i>That Book Woman</i> that they used in Lesson 9 as well as <i>That Book Woman: Questions from the Text</i>. Review with students the process they went through to answer questions about <i>Rain School</i> and <i>Nasreen's Secret School</i>. First, they read the questions. Then, they read the entire text, keeping those questions in mind. When they encountered details that could be used as evidence to answer a question, they underlined that section of the text. Review the word <i>evidence</i> with the class as something we use to prove an idea we have. Review how to write answers to questions using a full sentence. The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text. Model this as necessary. Place students in groups, though they should work on the questions from the text independently. Circulate and support students in finding evidence and writing in complete sentences. After 15 minutes of independent work time, ask students to discuss with their group the evidence they found for each question as well as the sentences they wrote as answers. 	<ul style="list-style-type: none"> The difficulty of the vocabulary in <i>That Book Woman</i> may require greater teacher involvement in the Vocabulary card and Quiz-Quiz-Trade activities.
<p>B. Vocabulary (25 minutes)</p> <ul style="list-style-type: none"> Students will now work with the words they circled during their rereading of <i>That Book Woman</i>. Gather students in a circle and review the strategy they learned for finding the meaning of unfamiliar words while reading <i>Rain School</i>. Read the learning target: "I can determine the meaning of new vocabulary using clues in the text around a word." Ask students to Think-Pair-Share what this learning target is and what they did with words in <i>Rain School</i>. Share as a whole group. Tell students that <i>That Book Woman</i> is a really hard book, especially because of the dialect. There might have been lots of words in this story that were difficult for them to understand. Explain the strategy of looking at clues in the text around the unfamiliar word, and then replacing the word with other words that might mean the same thing. 	<ul style="list-style-type: none"> The focus of this work is for students to use context clues in determining the meaning of unknown words. In the supporting materials of this lesson, a list of words (and their context) lends itself to this vocabulary strategy.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">On one side of an 8.5" x 11" sheet of white paper, write the sentence, "...seeing as how my sister Lark would keep her nose a-twixt the pages of a book day break to dusky dark." Circle the word <i>a-twixt</i>. Think aloud the process of using clues in the sentence: her nose is in a book, she's reading, where is your nose when you're reading? Model the process of substituting other words for the unfamiliar word until one makes sense, for example "in" and "between."Distribute a 3" x 5" index card to each student. Tell them that they will now choose a word from their excerpts from <i>That Book Woman</i> to repeat this same process. Give students 15 minutes of independent work time to do this with three words. Remind them that on one side they are to write the whole sentence that the word is in, circling the unfamiliar word. On the other side, they are to write two possible words that the word they chose might be similar to.Gather students back in the circle. Tell them they are going to play a quick game of Quiz-Quiz-Trade. Review the process of this game by modeling with one student. Remind students that they begin by showing their partner the sentence or phrase with the unfamiliar word circled. The second person then tries to guess the words on the back of the card. Because students have multiple cards this time, they should alternate turns.Allow students to play Quiz-Quiz-Trade for 10 minutes using all three of their cards.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Debrief with the question: "What is the most important detail, setting, character, or event from the story <i>That Book Woman</i>?" Share as a whole group.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Complete any unanswered questions on <i>That Book Woman</i>: Questions from the Text.	



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Supporting Materials



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That Book Woman:
Questions from the Text

.....
Name:
.....

Date:
.....

1. Why don't Cal and his family see many people where they live? Use details from the text to support your answer.

2. According to the text, in what ways does Cal help his father?

3. Why does Cal think the Horse Woman's horse is brave? Use details from the text to support your answer.



That Book Woman:
Questions from the Text

4. How does Lark react when Cal wants to learn to read? Use details from the text to support your answer.

5. What is Cal's gift to the Book Woman? Use details from text to support your answer.



That Book Woman Vocabulary:
Using Context Clues (Teacher Resource only)

1. sight: "So high we hardly sight a soul—'cept hawks a-wingin' in the sky."
2. fetch: "I can fetch the sheep when they take a-wander."
3. dusky: "...a-twixt the pages of a book daybreak to dusky dark."
4. fancy: "I do not fancy it one bit when plays Teacher...."
5. scholar: "So now she aims to school us herself. But me, I am no scholar-boy."
6. britches: "...the rider is no man at all, but a lady wearing britches."
7. passel: "A passel of books she's packed clear up the mountainside."
8. wares: "For if she aims to sell her wares just like the tinker-man ..."
9. greenbacks: "...we have no greenbacks here, no shiny coin to spend."
10. swap: "two weeks to the day she'll come again to swap these books for more!"
11. spell: "I stand a spell to watch that Book Woman disappear."
12. yearn: "And all at once I yearn to know what makes that Book Woman risk catching cold."
13. nigh: "It's nigh on spring before that Book Woman can stop to visit a spell."