



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2

Overview



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In this second unit, students will explore their own “powers of reading” that help them access text. In the first half of the unit, students will explore fictional accounts of people who worked hard to build their reading powers. Students will then refer to the characters in these books as role models of sorts, as they begin to assess their own reading abilities. They will use information about their individual strengths

and needs as readers to set goals for the development of their reading powers, and will write a text-based informational paragraph about their goals. In the second half of the unit, students will focus on one specific “reading power”: fluency. They will learn about the importance of fluency, set fluency goals, practice fluency, and demonstrate their fluent reading in the end of unit assessment.

Guiding Questions And Big Ideas

- **How do people around the world access reading and books?**
- **How does reading give us power?**
- *Powerful readers have and continue to develop a variety of skills.*
- *Readers can learn about different cultures (people and places) through a variety of texts.*

Mid-Unit 2 Assessment

Letter about My Reading Goals

This assessment centers on NYSP12 CCLS W.3.2 and L.3.6. After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.

End of Unit 2 Assessment

Listen Up! Recording Our Reading

This assessment centers on NYSP12 ELA CCLS SL3.5. Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- World Geography
- Maps/globes
- All people in world communities need to learn, and they gain knowledge in similar and different ways.
- Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.

Central Texts

1. Patricia Polacco, *Thank You, Mr. Falker* (New York: Philomel, 2001); ISBN: 978-0399237324. (just one text for the teacher)
2. Roni Schotter, *The Boy Who Loved Words*, illustrated by Giselle Potter (New York: Schwartz & Wade, 2006); ISBN: 978-0375836015. (just one text for the teacher)
3. Oliver Jeffers, *The Incredible Book-Eating Boy* (New York: Philomel, 2007); ISBN: 978-0399247491. (just one text for the teacher)



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Close Reading of <i>Thank You, Mr. Falker</i> : Identifying the Superpowers of Reading	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>Thank You, Mr. Falker</i> by reading excerpts from the text closely. I can sort key details from <i>Thank You, Mr. Falker</i> into categories. I can describe what the main character wanted and what she did. I can discuss how the main message of <i>Thank You, Mr. Falker</i> is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form (Parts 1 and 2)
Lesson 2	Continued Close Reading of <i>Thank You, Mr. Falker</i> : Text-Dependent Questions and Vocabulary	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can answer questions using specific details from <i>Thank You, Mr. Falker</i>. 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. 	<ul style="list-style-type: none"> Close Read recording forms (completed) for <i>Thank You, Mr. Falker</i> <i>The Boy Who Loved Words</i>: Questions from the Text Vocabulary cards



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Close Reading of <i>The Boy Who Loved Words</i> : How Do People Build Their Word Power?	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>The Boy Who Loved Words</i> by reading excerpts from the text closely. I can describe what the main character wanted and what he did. I can sort key details from <i>The Boy Who Loved Words</i> into categories. I can discuss how the main message of <i>The Boy Who Loved Words</i> is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form (Parts 1 and 2)
Lesson 4	Vocabulary: Finding the Meaning of Words in Context in <i>The Boy Who Loved Words</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can answer questions using details from <i>The Boy Who Loved Words</i>. I can explain why I chose specific details to answer questions about the text. I can determine the meaning of a word using clues in the text around it. 	<ul style="list-style-type: none"> <i>The Boy Who Loved Words</i>: Questions from the Text Sentence strips Using Context Clues: <i>The Boy Who Loved Words</i>
Lesson 5	Independent Reading: Building the Power of Stamina	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can make connections between texts and ideas to comprehend what I read. (RL.3.11) I can choose a text that interests me. (RL.3.11) 	<ul style="list-style-type: none"> I can identify the main message of <i>The Incredible Book-Eating Boy</i>. I can make connections between my life, other books, or ideas to help me understand <i>The Incredible Book-Eating Boy</i>. I can demonstrate stamina as I read a book that interests me. 	<ul style="list-style-type: none"> Teacher observation Student notes Reading Stamina tracker



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Reading Proficiently and Independently: The Power of Setting Goals	<ul style="list-style-type: none"> I can document what I learn about a topic by sorting evidence into categories. (W.3.8) 	<ul style="list-style-type: none"> I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader. I can sort information about my strengths and challenges as a reader into categories. 	<ul style="list-style-type: none"> Information/Evidence recording form Accordion graphic organizer
Lesson 7	Mid-Unit 2 Assessment: On-Demand Informational Writing	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> I can write an informative letter that explains my goals for becoming an independent and proficient reader and supports them with facts and details. I can use third-grade vocabulary. 	<ul style="list-style-type: none"> Teacher observation Mid-Unit 2 Assessment: On-Demand Informational Writing (W.3.2 and L.3.6)
Lesson 8	Developing Reading Fluency: Criteria for Reading Aloud	<ul style="list-style-type: none"> I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) 	<ul style="list-style-type: none"> I can identify the skills of a fluent reader. I can practice reading an excerpt from my independent reading book with fluency. 	<ul style="list-style-type: none"> Student Criteria recording form Fluent Reading Criteria checklist (completed by the teacher after listening to individual students read)
Lesson 9	Developing Reading Fluency: Selecting a Text and Practicing Reading Aloud	<ul style="list-style-type: none"> I can choose texts that interest me. (R.L.3.11a) I can demonstrate fluency when reading stories or poems for an audio recording. (S.L.3.5) 	<ul style="list-style-type: none"> I can choose a text that interests me for my read-aloud practice. I can use the criteria of a fluent reader to practice. 	<ul style="list-style-type: none"> Student book selection Fluent Reader Criteria checklist (completed by the teacher after listening to individual students read)
Lesson 10	Developing Reading Fluency: Beginning the End of Unit 2 Assessment	<ul style="list-style-type: none"> I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) 	<ul style="list-style-type: none"> I can improve my fluency using feedback from others. I can read the Helen Keller text fluently for an audio recording. 	<ul style="list-style-type: none"> Fluent Reader Criteria list, completed by peer End of Unit 2 Assessment (SL.3.5)



Optional: Experts, Fieldwork, And Service

- **Fieldwork:** Visit local and school libraries, or history museums with a focus on U.S. history and segregation.
- **Experts:** Learn from people who have traveled to other countries and encountered reading superheroes (e.g., teachers who have worked abroad, Peace Corps volunteers, etc).

Optional: Extensions

- **Geography:** Research about countries mentioned in reading; locating countries on a map.
- **Art:** Students create portraits of reading superheroes, or portray themselves as reading superheroes.



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Grade 3: Module 1: Unit 2: Lesson 1

Close Reading of *Thank You, Mr. Falker*: Identifying the Superpowers of Reading



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *Thank You, Mr. Falker* by reading excerpts from the text closely.
- I can sort key details from *Thank You, Mr. Falker* into categories.
- I can describe what the main character wanted and what she did.
- I can discuss how the main message of *Thank You, Mr. Falker* is conveyed through key details.

Ongoing Assessment

- Close Read recording form (Parts 1 and 2)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of <i>Thank You, Mr. Falker</i> by Patricia Polacco (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Talk to someone at home about Trisha's challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?	<ul style="list-style-type: none">Because <i>Thank You, Mr. Falker</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.In advance: Prepare an anchor chart: Close Read recording form for <i>Thank You, Mr. Falker</i>.Access a video of an actress reading the story <i>Thank You, Mr. Falker</i>, through this link: http://www.storylineonline.net/thank-you-mr-falker-2/.Review: Helping Students Read Closely (Appendix 1).



Lesson Vocabulary	Materials
gist, excerpt, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard (these vocabulary words will be addressed in Lesson 2)	<ul style="list-style-type: none"> • <i>Thank You, Mr. Falker</i> by Patricia Polacco (book; one text for the teacher) • Document camera and projector (or sentence strips if the electronic equipment is unavailable) • Close Read Recording Form for <i>Rain School</i> or Close Read Recoding Form for <i>Nasreen's Secret School</i> (from Unit 1) • Close Read recoding form (one per student) • Excerpts from <i>Thank You, Mr. Falker</i> • Conversation Criteria Checklist (from Unit 1) • Chart paper for the Close Read recording form for <i>Thank You, Mr. Falker</i> anchor chart

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>Thank You, Mr. Falker</i> by Patricia Polacco (10 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that today they are going to be hearing and reading a new story called <i>Thank You, Mr. Falker</i>. • Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion. • As with other read-alouds in this unit, ask students to follow along in their text. (This promotes fluency.) Tell them that they should read along as the story is being read to them. • Project the book <i>Thank You, Mr. Falker</i> and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: "Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow." 	<ul style="list-style-type: none"> • When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Tell students that this is the third time they have worked with close reading and these three learning targets. Read each target individually, reminding students of what they are doing for each target. After reading each target and explaining it, gauge confidence with the learning targets by asking for a thumbs-up, thumbs-sideways, or thumbs-down.	
Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Students will need access to the excerpts from <i>Thank You, Mr. Falker</i> and Close Read recording form.• Remind students of the close reading work they have done so far. For each text, they did two important things during their first independent read: They tried to find the gist for each section, and they wrote their idea on a sticky note as well as underlined or wrote down unfamiliar words on sticky notes.• Remind students to read just one section at a time, capturing the gist of each section before moving on.• Tell students that their text will look a little different from that of the book. This is because they will be reading <i>excerpts</i> of the story. They experienced this when reading <i>That Book Woman</i> in Unit 1. Remind them that the word <i>excerpts</i> means parts of the text.• Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Direct their attention to the anchor charts from Unit 1: Close Read recording form for <i>Rain School</i> or <i>Nasreen's Secret School</i> or <i>That Book Woman</i>. Use this to review the categories that students used to collect important details. Remind students that they were looking for characters, setting, motivation, problem, and solution. Discuss these to clarify and activate prior knowledge.• After 10 minutes of independent close reading time, invite the class to once again discuss their reading work with their groups. Ask students to go through each category of note-taking, giving everybody in each group a chance to share their ideas. Tell them that when two students' ideas differ, it is important to notice that and discuss why each person decided the way he or she did.• As students work, continue gathering information about students' discussion skills on the Conversation criteria checklist.• Point out to students that our understanding of a story gets deeper or changes when we reread, paying attention to details that relate to the main message or lesson.• Direct students to fill in the last section of their Close Read recording form: "Now what do you think the lesson of this story is? Why do you think this?"• Gather students back in a circle. Invite students to assist in completing the Close Read recording form for <i>Thank You, Mr. Falker</i> anchor chart.<ol style="list-style-type: none">1. Circle words that help you figure out possible answers to those questions.2. Write possible answers to your questions using complete sentences.• Have students work with a partner first. Then they can individually write down their questions.• Circulate and support as needed. This is a good way to informally assess students' comfort with reading in a low-risk environment during the first days of school.	<p>As an extension activity, consider having students in a group complete the second part of the close read from a secondary character's point of view. For example, what is the teacher's motivation in the story? What is his problem? What is the solution through his eyes?</p>



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief with the questions: “What was challenging about reading this book?” and “How did reading the text closely multiple times help you understand the key details and main message?”• Note to teacher: Be sure to review students’ Close Read recording forms to assess their progress toward today’s targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Talk to someone at home about Trisha’s challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?	



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Grade 3: Module 1: Unit 2: Lesson 1

Supporting Materials



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Because *Thank You, Mr. Falker* is a very challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

Page 4	Beginning: "Trisha, the littlest girl . . ." Ending: "by the stone fireplace."
Page 7	Beginning: "But when Trisha looked . . ." Ending: "began to feel dumb."
Page 10	Beginning: "Trisha's grandma used to say . . ." Ending: "harder and harder now."
Page 16	Beginning: "When she tried to read . . ." Ending: "grandparents' farm in Michigan."
Page 18-21	Beginning: "Then when Trisha started fifth grade . . ." Ending: "how talented you are?"
Page 28-31	Beginning: "Then, one day, Mr. Falker . . ." Ending: "so lonely and afraid."
Page 32	Beginning: "Now, almost every day . . ." Ending: "tears in their eyes."
Page 34	Beginning: "That night . . ." Ending: "she was happy, so very happy."



.....
Name:

.....
Date:

Close Read Recording Form for book:

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Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of the story is?

Somebody ... <i>(character)</i>	
in ... <i>(setting)</i>	
wanted ... <i>(motivation)</i>	
but ... <i>(problem)</i>	
so ... <i>(resolution)</i>	

¹ Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003).



.....
Name:
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Date:
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Close Read Recording Form for book:

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Capturing the Gist of a Story

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is? Why do you think this?

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EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 2

Continued Close Reading of

***Thank You, Mr. Falker:* Text-Dependent Questions and Vocabulary**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can answer questions using specific details from the text. (RL.3.1)</p> <p>I can explain what I understand about the topic being discussed. (SL.3.1)</p> <p>I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can answer questions using specific details from <i>Thank You, Mr. Falker</i>. 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. 	<ul style="list-style-type: none"> Close Read recording forms (completed) for <i>Thank You, Mr. Falker</i> <i>Thank You, Mr. Falker</i>: Questions from the Text Vocabulary cards

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Work Time <ol style="list-style-type: none"> Answering Text-Dependent Questions (25 minutes) Vocabulary (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework <ol style="list-style-type: none"> Complete any unanswered questions on <i>Thank You, Mr. Falker</i>: Questions from the Text handout. 	<ul style="list-style-type: none"> Students will need materials from Lesson 1: Excerpts from <i>Thank You, Mr. Falker</i> (student copy) and Close Read recording form for <i>Thank You, Mr. Falker</i>. Review: Think-Pair-Share, Helping Students Read Closely, and Quiz-Quiz-Trade Vocabulary strategy (Appendix 1).



Lesson Vocabulary	Materials
evidence, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard	<ul style="list-style-type: none">• Illustrations from Thank you, Mr. Falker (pre-selected by teacher, one of each for display)• Close Read recording form for Thank You, Mr. Falker anchor chart (from Lesson 1)• Excerpts from Thank you, Mr. Falker (from Lesson 1)• Thank you, Mr. Falker: Text Dependent Questions and Vocabulary (one per student)• 8.5" x 11" sheet of white paper (one for the teacher)• 3" x 5" index cards (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather the students in a circle. Invite students to form groups of three to discuss the prompt from last night's homework: "Talk to someone at home about Trisha's challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?" If time permits, invite a few students to share out to the whole group.• Show students several illustrations from Thank You, Mr. Falker. 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 learning target: "I can answer questions using specific details from <i>Thank You, Mr. Falker</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 for Thank You, Mr. Falker anchor chart that they created. 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>Thank You, Mr. Falker</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 Thank You, Mr. Falker from Lesson 1 and distribute Thank You, Mr. Falker: Text Dependent Questions and Vocabulary. Review with students the process they went through to answer questions about <i>Rain School</i>, <i>Nasreen's Secret School</i>, and <i>That Book Woman</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.	
<p>B. Vocabulary (25 minutes)</p> <ul style="list-style-type: none">Students will now work with words or the words they circled during their rereading of <i>Thank You, Mr. Falker</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>Thank You, Mr. Falker</i> is a really hard book. There might have been lots of words in this story that were difficult for them to understand. Tell them that one strategy that helps readers determine the meaning of a word is to look for clues in the text around the unfamiliar word, and then replace the word with other words that might mean the same thing.On one side of an 8.5" x 11" sheet of white paper, write the sentence: "The grandpa held the jar of honey so that all the family could see, then dipped a <i>ladle</i> into it and drizzled honey on the cover of a small book."	<ul style="list-style-type: none">The difficulty of the vocabulary in <i>Thank You, Mr. Falker</i> may require greater teacher involvement in the vocabulary card and Quiz-Quiz-Trade activities.The focus of this work is for students to use context clues in determining the meaning of unknown words. See teacher-created list of words (and their context) that lend themselves to this vocabulary strategy.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Circle the word <i>ladle</i>. Think aloud the process of using clues in the sentence: "The grandpa is getting honey out of the jar; you need something to scoop up the honey." Model the process of substituting other words for the unfamiliar word (i.e., <i>spoon</i>, <i>scoop</i>) until one makes sense.Distribute a 3" x 5" index card to each student. Tell them that they will now choose a word from the list provided (see above) or the words they circled while reading their excerpts from <i>Thank You, Mr. Falker</i>. 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 unfamiliar word is in, circling the unfamiliar word. On the other side, they are to write two words that mean the same thing as the one that is circled.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 first question: "What are some strategies you used as a reader to answer the questions about <i>Thank You, Mr. Falker</i>?" Share as a whole group.Ask the second question: "What are some strategies you used as a reader to figure out tricky vocabulary words in <i>Thank You, Mr. Falker</i>?" Share out as a whole group. <p><i>Note: Review students' question sheets and index cards with vocabulary words to assess their progress toward the day's targets.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Complete any unanswered questions on <i>Thank You, Mr. Falker</i>: Questions from the Text handout.	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 2

Supporting Materials



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

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Date:
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5. How did Trisha feel about books when she was a very young girl? Use details from the text to support your answer.

.....

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6. At the end of the story, how did Trisha feel about reading? Use details from the text to support your answer.

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7. What obstacles did Trisha face in her journey learning to read? Use details from the text to support your answer.

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8. Why do you think Mr. Falker asked Trisha to play a game after school one day? Use details from the text to support your answer.

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EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 2

Continued Close Reading of

***Thank You, Mr. Falker:* 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 *Thank You, Mr. Falker*.
- 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 *Thank You, Mr. Falker*
- *Thank You, Mr. Falker*: 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 *Thank You, Mr. Falker*: Questions from the Text handout.

Teaching Notes

- Students will need materials from Lesson 1: Excerpts from *Thank You, Mr. Falker* (student copy) and Close Read recording form for *Thank You, Mr. Falker*.
- Review: Think-Pair-Share, Helping Students Read Closely, and Quiz-Quiz-Trade Vocabulary strategy (Appendix 1).



Lesson Vocabulary	Materials
evidence, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard	<ul style="list-style-type: none">• Illustrations from Thank you, Mr. Falker (pre-selected by teacher, one of each for display)• Close Read recording form for Thank You, Mr. Falker anchor chart (from Lesson 1)• Excerpts from Thank you, Mr. Falker (from Lesson 1)• Thank you, Mr. Falker: Text Dependent Questions and Vocabulary (one per student)• 8.5" x 11" sheet of white paper (one for the teacher)• 3" x 5" index cards (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather the students in a circle. Invite students to form groups of three to discuss the prompt from last night's homework: "Talk to someone at home about Trisha's challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?" If time permits, invite a few students to share out to the whole group.• Show students several illustrations from Thank You, Mr. Falker. 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 learning target: "I can answer questions using specific details from <i>Thank You, Mr. Falker</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 for Thank You, Mr. Falker anchor chart that they created. 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>Thank You, Mr. Falker</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 Thank You, Mr. Falker from Lesson 1 and distribute Thank You, Mr. Falker: Text Dependent Questions and Vocabulary. Review with students the process they went through to answer questions about <i>Rain School</i>, <i>Nasreen's Secret School</i>, and <i>That Book Woman</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.	
<p>B. Vocabulary (25 minutes)</p> <ul style="list-style-type: none">Students will now work with words or the words they circled during their rereading of <i>Thank You, Mr. Falker</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>Thank You, Mr. Falker</i> is a really hard book. There might have been lots of words in this story that were difficult for them to understand. Tell them that one strategy that helps readers determine the meaning of a word is to look for clues in the text around the unfamiliar word, and then replace the word with other words that might mean the same thing.On one side of an 8.5" x 11" sheet of white paper, write the sentence: "The grandpa held the jar of honey so that all the family could see, then dipped a <i>ladle</i> into it and drizzled honey on the cover of a small book."	<ul style="list-style-type: none">The difficulty of the vocabulary in <i>Thank You, Mr. Falker</i> may require greater teacher involvement in the vocabulary card and Quiz-Quiz-Trade activities.The focus of this work is for students to use context clues in determining the meaning of unknown words. See teacher-created list of words (and their context) that lend themselves to this vocabulary strategy.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Circle the word <i>ladle</i>. Think aloud the process of using clues in the sentence: "The grandpa is getting honey out of the jar; you need something to scoop up the honey." Model the process of substituting other words for the unfamiliar word (i.e., <i>spoon</i>, <i>scoop</i>) until one makes sense.Distribute a 3" x 5" index card to each student. Tell them that they will now choose a word from the list provided (see above) or the words they circled while reading their excerpts from <i>Thank You, Mr. Falker</i>. 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 unfamiliar word is in, circling the unfamiliar word. On the other side, they are to write two words that mean the same thing as the one that is circled.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 first question: "What are some strategies you used as a reader to answer the questions about <i>Thank You, Mr. Falker</i>?" Share as a whole group.Ask the second question: "What are some strategies you used as a reader to figure out tricky vocabulary words in <i>Thank You, Mr. Falker</i>?" Share out as a whole group. <p><i>Note: Review students' question sheets and index cards with vocabulary words to assess their progress toward the day's targets.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Complete any unanswered questions on <i>Thank You, Mr. Falker</i>: Questions from the Text handout.	



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Grade 3: Module 1: Unit 2: Lesson 2

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Name:
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Date:
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5. How did Trisha feel about books when she was a very young girl? Use details from the text to support your answer.

6. At the end of the story, how did Trisha feel about reading? Use details from the text to support your answer.

7. What obstacles did Trisha face in her journey learning to read? Use details from the text to support your answer.

8. Why do you think Mr. Falker asked Trisha to play a game after school one day? Use details from the text to support your answer.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 3

Close Reading of *The Boy Who Loved Words*: How Do People Build Their Word Power?



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *The Boy Who Loved Words* by reading excerpts from the text closely.
- I can describe what the main character wanted and what he did.
- I can sort key details from *The Boy Who Loved Words* into categories.
- I can discuss how the main message of *The Boy Who Loved Words* is conveyed through key details.

Ongoing Assessment

- Close Read recording form (Parts 1 and 2)



EXPEDITIONARY
LEARNING

GRADE 3: MODULE 1: UNIT 2: LESSON 3

Close Reading of *The Boy Who Loved Words*:
How Do People Build Their Word Power?



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of <i>The Boy Who Loved Words</i> (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Talk to someone at home about Selig in <i>The Boy Who Loved Words</i>. Explain to them why words were important in Selig's life. Ask them to tell you their five favorite words or phrases. Write those five words/phrases down and bring them back to school tomorrow. Think about what your own favorite words are, and why.	<ul style="list-style-type: none">Because <i>The Boy Who Loved Words</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.



Lesson Vocabulary	Materials
See glossary in the back of <i>The Boy Who Loved Words</i>	<ul style="list-style-type: none">• <i>The Boy Who Loved Words</i> by Roni Schotter (book; one copy for the teacher)• Document camera and projector or interactive white board• Close Read recording form for <i>The Boy Who Loved Words</i> (one per student)Conversation Criteria checklist• Excerpts from <i>The Boy Who Loved Words</i>• Chart paper for anchor chart: Close Read recording form for <i>The Boy Who Loved Words</i>

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>The Boy Who Loved Words</i> (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today they are going to be hearing and reading a new story called <i>The Boy Who Loved Words</i>, by Roni Schotter. Tell students that this book is special because the words in this story are just as important as the story itself. They will be encountering a lot of new words, and it is okay if they feel a bit confused by these. Tomorrow they will be working more with figuring those words out. Today, as always, is more about getting the gist of the story, thinking about the lesson, and understanding the important details that support this lesson.• Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.• Use a document camera or hold the book up so all students can see the text (this promotes fluency). Tell them that the text will be projected for them, and they should read along as the story is being read to them.• Project the book <i>The Boy Who Loved Words</i> and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: “Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow.”	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read aloud today's learning targets. By this point in the module, students should be quite familiar with the targets associated with close reading of stories. Ask students to turn and talk about where they have seen these targets before.	
Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Students will need access to the excerpts from The Boy Who Loved Words and Close Read recording form. Remind students of the close reading work they have done so far. For each text, they did two important things during their first independent read: They tried to find the “gist” for each section and wrote their idea on a sticky note; they also recorded unfamiliar words.• Explain to students that this story will be a little more difficult due to the large amount of unfamiliar vocabulary. Consider saying something such as: “All readers come across words that are unfamiliar and difficult. When this happens, capturing the ‘gist’ of the text is especially important. If you get confused, look for all the words you do know, and try to figure out who is in the story and what is happening. Try not to get stuck on every word you do not recognize. Write it down and move on.” Remind students to move one section at a time, capturing the gist of each section before moving on.• Tell students that their text will look a little different from the text in the book. This is because they will be reading excerpts of the story. Define the word <i>excerpts</i> as parts of the text.• Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Review the important details they are to look for: characters, setting, motivation, problem, and solution. Discuss these to clarify and activate prior knowledge.• After 10 minutes of independent close reading time, invite students to once again discuss their reading work with their groups. Ask students to go through each category of note-taking, giving each participant in the group a chance to share his or her ideas. Tell them that when there is a difference between two students' ideas, it is important to notice that and discuss why each person made the decision he or she did.• Point out that our understanding of a story gets deeper or changes when we reread, paying attention to details that relate to the main message or lesson.• Direct students to fill in the last section of their Close Read recording form: "Now what do you think the lesson of this story is? Why do you think this?"• Gather students back in a circle. Invite them to assist in completing the Close Read recording form for The Boy Who Loved Words anchor chart.	<ul style="list-style-type: none">• The vocabulary in <i>The Boy Who Loved Words</i> may prove especially challenging to ELL students. Consider providing them the illustrations to aid their comprehension.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief with the question: "What can we learn, as students, from the lesson found in <i>The Boy Who Loved Words</i>?" Invite students to Think-Pair-Share and then share with the whole group if time permits. <p><i>Note: Review students' Close Read recording forms to assess their progress toward the day's learning target.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Talk to someone at home about Selig in <i>The Boy Who Loved Words</i>. Explain to them why words were important in Selig's life. Ask them to tell you their five favorite words or phrases. Write those five words/phrases down and bring them back to school tomorrow. Think about what your own favorite words are, and why.	<ul style="list-style-type: none">• Allow ELL students to use their L1 as a basis for word/phrase choice.



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Grade 3: Module 1: Unit 2: Lesson 3

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Name:

.....
Date:

Close Read Recording Form for book:

.....

Capturing the Gist of a Story*

After reading this for the first time on your own, what do you think the lesson of the story is?

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	

*Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



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Name:

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Date:

Close Read Recording Form for book:

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Capturing the Gist of a Story

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is?

Why do you think this?

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Because *The Boy Who Loved Words* is a very challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

Page 1	Beginning: "There are ..." Ending: "under his hat."
Pages 3-6	Beginning: "While other children busied themselves with ..." Ending: "... she was a windmill of worry."
Page 7	Beginning: "As time went on ..." Ending: "...but instead it made him lonely."
Page 9	Beginning: "One night ..." Ending: "'Is it true, am I really ...an ...oddball?'"
Page 9	Beginning: "Selig awakened ..." Ending: "... determined to find his purpose."
Page 14	Beginning: "But in time ..." Ending: "They were far too precious."
Page 14	Beginning: "In front of Selig stood a large and lovely tree." Ending: "... as if putting it to bed for the night."
Page 21	Beginning: "From that day forth ..." Ending: "... landed next to the crumpets."
Page 25	Beginning: "And so, by word of mouth ..." Ending: "How lucky we are!"
Pages 28-29	Beginning: "One day ..." Ending: "... the sweetest of all songs."
Page 31	Beginning: "You too.." Ending: "How lucky I am!"



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 4

Vocabulary: Finding the Meaning of Words in Context in *The Boy Who Loved Words*



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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 details from *The Boy Who Loved Words*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of a word using clues in the text around it.

Ongoing Assessment

- In advance: Pull two sentences from the book *The Boy Who Loved Words*, each with a new vocabulary word in it. Use sentences other than those on the Using Context Clues handout. Cut the sentence up, so each individual word is on its own piece of paper. Either write the new vocabulary word in a different color or highlight it to stand out.
- This lesson includes a kinesthetic activity that allows students to physically move and manipulate words in order to think about how to understand vocabulary in context. Read through the work time notes carefully in order to visualize the activity and the necessary preparation.

Agenda

- Opening
 - Engaging the Reader (15 minutes)
- Work Time
 - Answering Text-Dependent Questions (10 minutes)
 - Share (10 minutes)
 - Vocabulary (20 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
- Homework
 - Review the many words you have learned this year. Choose your 10 favorites to share with a partner tomorrow.

Teaching Notes

- Because *The Boy Who Loved Words* is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.



Lesson Vocabulary	Materials
juicy (as in rich or vivid word choice); periphery, rucksack, dusk, slumber, tremulously	<ul style="list-style-type: none">• Excerpts from <i>The Boy Who Loved Words</i> (from Lesson 3)• <i>The Boy Who Loved Words: Questions from the Text</i> (one per student)• Sentence strips (prepared in advance by teacher; see teaching note above)• Using Context Clues: <i>The Boy Who Loved Words</i> (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (15 minutes)</p> <ul style="list-style-type: none">• Distribute student excerpts from The Boy Who Loved Words used in Lesson 3 as well as The Boy Who Loved Words: Questions from the Text. Review with students the process they went through to answer questions. 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 jotted down the evidence from the text. Review the word <i>evidence</i> with the class: “<i>Evidence</i> is something we use to prove an idea we have.”• Tell them that they are going to do the exact same process for <i>The Boy Who Loved Words</i>. However, right now they are not going to write out full answers to the questions. Instead, they should just read with the questions in mind, looking for important details that can be used as evidence in their answers. When they write down the evidence on a sticky note, they should write the corresponding question number in the margin to make the next part of the activity move more efficiently.• Model briefly as needed. When it is clear students understand the instructions, release them to independent work.• Give students the remaining time to work on finding important details for each question. Circulate and support students as needed.	<ul style="list-style-type: none">• Allow ELL students to use their L1 as a basis for word/phrase choice. Encourage them to offer a simple translation of the word/phrase in English.• Consider charting some of the words students share. Having a visual often helps ELL students' comprehension.



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Explain that now students are going to use the numbered sticky notes to answer the questions on their <i>The Boy Who Loved Words: Questions from the Text</i>.• Model briefly as needed. When it is clear students understand how to do this, release them to independent work.• Give students the next 15 minutes to work on finding important details for each question. Circulate and support students as needed.	<ul style="list-style-type: none">• Provide sentence stems if needed.
<p>B. Share (10 minutes)</p> <ul style="list-style-type: none">• Once students have worked for 15 minutes independently finding evidence and answering questions, have them work in groups to discuss and compare their reading work.	
<p>C. Vocabulary (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Tell them that they are going to work with that really juicy vocabulary from <i>The Boy Who Loved Words</i>, but that student volunteers are needed to act this out.• Distribute the sentence strips from <i>The Boy Who Loved Words</i> (see Teaching Note at the beginning of the lesson). Ask for student volunteers, so each volunteer is holding one word from the cut-up sentences.• Have students stand in the order of the words in the sentence, so the rest of the class can read the sentence in correct word order. Ask students to identify the new vocabulary word (in bold or highlighted in a different color). Tell students that this is the word they will focus on. Tell them that many, but not all, of the other words they are holding are also important. Their job right now is to figure out which words in the surrounding text are important clues in determining the meaning of the unfamiliar vocabulary.• Invite students to work as a class to determine which words surrounding the bold word are not important. They should ask their peer holding that word to “sit down.” They must justify why. For example, a student could say something such as: “I think Jean should sit down, because she has the word ‘the’ and that word is everywhere and doesn’t mean anything that could be helpful.” Then other students can agree or disagree with this decision. After discussion, have students weigh in with a thumbs-up, thumbs-sideways, or thumbs-down on whether the word is an important clue. Students may also advocate for a student to stand back up if they have decided that the word she or he holds actually ends up being important.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Once students are satisfied that only important clue words remain, they should Think-Pair-Share what the unfamiliar word might mean. Invite individual shares on thinking. Repeat this game once more with a new sentence.Tell students that they will practice this process again, on paper. Distribute Using Context Clues: <i>The Boy Who Loved Words</i> to each student. Tell them that instead of having someone sit down, they should simply cross out any words they think are not helpful. Then they will write a couple of possibilities for what the unfamiliar vocabulary might mean. Finally, they will explain their thinking, showing how the clues brought them to that meaning.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Select two or three questions that students answered and invite them to Think-Pair-Share their responses and text evidence.Debrief the vocabulary by inviting a few students to share words from their vocabulary activity and how they thought about their meanings.Note to teacher: Review students' responses to the questions about <i>The Boy Who Loved Words</i> to assess their progress toward the day's targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Review the many words you have learned this year. Choose your 10 favorites to share with a partner tomorrow.	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 4

Supporting Materials



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.....
Name:

.....
Date:

1. According to the story, what are some examples of things that people collect? Use details from the text to support your answer.

.....

.....

.....

2. According to the story, why did Selig feel lonely? Use details from the text to support your answer.

.....

.....

.....

3. According to the story, what made Selig determined to find his purpose? Use details from the text to support your answer.

.....

.....

.....

4. According to the story, how did Selig find Melody? Use details from the text to support your answer.

.....

.....

.....



Directions: Look at the word in **bold**. Think about the text around it. Cross out any words that you think are not going to help you. Then, think about the clue words you have left. Write a word that you think might mean the same thing. Finally, write why you think this.

1. While other children busied themselves with bats, nets, and all manner of balls, Selig stayed on the outskirts, always on the **periphery**—listening and collecting words.”

What is another word that might mean the same thing?

What clues from the text made you think this?

2. “He packed a **rucksack** with a pillow and blanket, apples, honey, cream soda, and his entire collection of words.”

What is another word that might mean the same thing?

What clues from the text made you think this?

3. “... how, at evening, the light dimmed to announce the arrival of twilight and stars. **Dusk**, Selig noted ...”

What is another word that might mean the same thing?

What clues from the text made you think this?



4. “Selig was too tired to think. His exhausted brain could imagine but one thing—**slumber**, a splendid word!”

What is another word that might mean the same thing?

What clues from the text made you think this?

5. “**Tremulously** he asked, “M-m-may I have a word with you? Wh-wh-what is your name?”

What is another word that might mean the same thing?

What clues from the text made you think this?



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 5

Independent Reading: Building the Power of Stamina



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

I can identify the main message or lesson of a story using key details from the text. (R.L.3.2)
I can make connections between texts and ideas to comprehend what I read. (R.L.3.11)
I can choose a text that interests me. (RL.3.11)

Supporting Learning Targets

- I can identify the main message of *The Incredible Book-Eating Boy*.
- I can make connections between my life, other books, or ideas to help me understand *The Incredible Book-Eating Boy*.
- I can demonstrate stamina as I read a book that interests me.

Ongoing Assessment

- Teacher observation
- Student notes
- Reading Stamina tracker



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Read-aloud and Discussion: <i>The Incredible Book-Eating Boy</i> (15 minutes)Work Time<ol style="list-style-type: none">Reading Stamina: Fishbowl and Discussion (10 minutes)Student Practice: Building Reading Stamina and Completing the Stamina Tracker (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Self-Assessment (5 minutes)Homework<ol style="list-style-type: none">Read independently at home tonight. Practice building your stamina as a reader. Set a goal for yourself of how many minutes you will try to read. Complete the Reading Stamina tracker to show your progress toward the target.	<ul style="list-style-type: none">Note that unlike other books in this module, <i>The Incredible Book-Eating Boy</i> is used <i>just</i> as a read-aloud and as brief whole group discussion to get kids thinking about the idea of reading stamina. Students do <i>not</i> do a close reading of this text; instead, they spend time in class practicing reading stamina with their independent reading book.This lesson reminds students of the importance of reading a high volume of books at their own reading level. This proves particularly helpful for building student reading fluency and the academic vocabulary that the CCLS demands. See the Unit 2 Recommended Texts lists for books at various Lexile ranges related to the topic of this unit.Preread <i>The Incredible Book-Eating Boy</i>.Prepare to model the behaviors of a proficient independent reader.Be sure all students have a book to read on their own or provide time for students to select a book at their independent reading level.Review Fishbowl protocol.Adapt the model Reading Stamina tracker as necessary.Some students may benefit from instruction or review of these terms: <i>power</i>, <i>increase</i>, <i>fishbowl</i>, <i>whisper</i>, <i>spot</i>, “<i>stick with</i>.”



Lesson Vocabulary	Materials
identify, predictions, connections, proficient, demonstrate, stamina, interests, share, self-assess, evaluate, atlas, fierce, fussy, digest, properly, accident	<ul style="list-style-type: none">• <i>The Incredible Book-Eating Boy</i> (book; one text for the teacher)• Reading Stamina tracker (one per student and one to display)• Chart paper• Note cards• Document camera (or interactive white board)• Index cards• Chart paper for new anchor chart: Building Reader Stamina• Timer



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Begin by asking students to form groups of three or four. Invite each student to share out two or three of their favorite words they selected for homework and explain why they chose those words.• Remind the students of the story they read over the last two days, <i>The Boy Who Loved Words</i>. Ask the class: “What challenges did Selig face? How did Selig use words to help others? What superpowers did he develop as a reader?” Students should share that Selig felt lonely and overwhelmed by all the words he collected. He decided to spread his love of words with other people. Selig built his word power in this text.• Orient the students to today’s first target: “I can identify the main message of <i>The Incredible Book-Eating Boy</i>.”• Underline the words <i>identify</i>, <i>the main message</i>, and <i>share</i>: “We have done this many times this year. We did this with <i>Thank You, Mr. Falker</i> and <i>The Boy Who Loved Words</i>. The main message in <i>Thank You, Mr. Falker</i> is that Trisha had to work hard, practice, and build her own reading superpowers to become an independent reader.” Ask students to identify the main message of <i>The Boy Who Loved Words</i>. Give them a minute to Think-Pair-Share. Invite one or two students to share their ideas with the whole class.• Orient students to the second target and read it aloud: “I can make connections between my life, other books, or ideas to help me understand <i>The Incredible Book-Eating Boy</i>.” Ask: “How might making connections between our own lives, other books, or other ideas help us understand a new book?” Give students a moment to think about this, then ask them to share with someone nearby. Have a few students share their thoughts with the whole group. Clarify as needed, perhaps using a connection to <i>Thank You, Mr. Falker</i> as an example. This could sound like: “When I was reading <i>Thank You, Mr. Falker</i>, I thought about how hard it was for me to learn how to [insert example, here, such as <i>dance</i>]. I felt scared and embarrassed at first. I had to work really hard, practice a lot, and get some help from an expert. As I read what was happening to Trisha, I realized I knew what this was like and I could really ‘get’ what she was going through. This connection to my own life really helped me understand the book.” Model briefly as needed. When it is clear students understand the instructions, release them to independent work.	<ul style="list-style-type: none">• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.



Opening (continued)	Meeting Students' Needs
<p>B. Read-aloud and Discussion: <i>The Incredible Book-Eating Boy</i> (15 minutes)</p> <p><i>Note: Unlike the other read-alouds in this module, the <i>Incredible Book-Eating Boy</i> read-aloud is interactive. This is because students will not do a close read of this text. Therefore, students need time to think and talk during the read-aloud. Be sure that throughout, students get to do the thinking and talking: Ask a question, let them ponder, and then address any confusion or misconceptions.</i></p> <ul style="list-style-type: none">• Display <i>The Incredible Book-Eating Boy</i> on the interactive white board or document camera.• Invite the students to look at the illustrations as you flip through each page of the book. Have students Think-Pair-Share about what the message of the story might be. Ask a few students to share their predictions.• Begin to read the text aloud to the students. Stop several times to ask questions and discuss what is happening in the story:<ul style="list-style-type: none">* Page 4: Point out the image of Henry eating books. Ask students: “What do you see?” Invite them to turn and talk. Then ask about connections they make between what Henry is doing and their own lives. Listen for comments about eating. Ask students: “Can eating a book really make you smarter?”* Page 5: Linger on the word <i>fierce</i>. Ask students to try to figure out this word in context. Invite them to Think-Pair- Share. Guide students to understand that in this context, <i>fierce</i> means “incredibly rapid.”* Page 7: Ask: “When I read that Henry’s belly gets full when he eats books, I make a connection to how eating food makes me full. What gets full when we read books?” Invite students to Think-Pair-Share. Students may need help understanding that Henry does not actually eat books; it is a metaphor for him being a voracious reader.* Continue reading aloud, stopping periodically to emphasize key academic vocabulary or key phrases that will help students understand the main message. Be sure that throughout, students get to do the thinking and talking. Ask a question, let them ponder, and then address any confusion or misconceptions.* Stop on page 10. Then discuss with the class: “How does Henry become a true reader?” Give students time to Think-Pair-Share. They should share that instead of eating the books, Henry reads the books and discovers he can still become the smartest person on earth.• Invite the students to discuss what they learned about being a reader from <i>The Incredible Book-Eating Boy</i>. Ask: “What reading superpower did Henry develop that you could use when you read?” Students should share that Henry learned reading a lot can make him smarter and that reading takes time.	<ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs and other students.



Work Time	Meeting Students' Needs
<p>A. Reading Stamina: Fishbowl and Discussion (10 minutes)</p> <ul style="list-style-type: none">• Orient students to the final learning target: “I can demonstrate stamina as I read a book that interests me.” Invite the students to discuss what stamina is and how they demonstrate that as a reader.• Tell students they will observe the independent reading behaviors of a reader (or readers) inside the Fishbowl. The models may be adults, older students in the school, or students from the class who have practiced in preparation for the model.• Remind students that their job during a Fishbowl is to watch and listen closely. They will use a recording form to write down their observations. Ask: “What do you see these readers doing to build their stamina?”• After a few minutes, ask students to Pair-Share two things they saw these readers doing. Create an anchor chart of student ideas and add any additional ideas as necessary. This Building Reading Stamina anchor chart might contain ideas like:<ul style="list-style-type: none">* How do we build our reading stamina?”* Stay in my reading spot* Read silently or in a whisper voice* Read the whole time* Stick with my book until I finish it* Use reading strategies to understand what I read* Read carefully, and don’t just eat books like Henry• Discuss these strategies so students understand them clearly. Add pictures to support comprehension.• Show students a Reading Stamina tracker. Tell them that they will self-assess, or evaluate, how they did building their stamina as readers.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.• Provide anchor charts for processes such as “How do we build our reading stamina?” This would include stamina words with nonlinguistic representations.
<p>B. Student Practice: Building Reading Stamina and Completing the Stamina Tracker (20 minutes)</p> <ul style="list-style-type: none">• Be sure all students have a book to read. Tell them they will have 15 minutes for their first try at practicing stamina. The goal is to work up to at least 30 minutes of independent reading.• Set the timer; observe students as they read. Confer with readers as appropriate and give verbal time checks and praise to maintain engagement.	<ul style="list-style-type: none">• Providing text choice for students fosters engagement.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Place students in small groups of three or four. Ask them to go around their group, first sharing something that they did well to build their stamina using the frame from their tracker: "One thing I did to build my stamina was ____." During the second group go-round, students share a next step using the frame: "Next time, I will work hard to ____."After students share their stamina self-assessment, invite them to discuss a final question within their small group: "How will building your stamina increase your reading power?"Call on a few students to share their answers.	<ul style="list-style-type: none">When ELLs are asked to produce language, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
<p>B. Self-Assessment: (5 minutes)</p> <ul style="list-style-type: none">Ask students to complete their Reading Stamina tracker. Reinforce the idea of honest reflection and that it's okay to only hit some of the stamina criteria on the first try.Challenge students to continue to work on their stamina at home.Collect students' Reading Stamina trackers to help plan next steps: Which students need support with their reading stamina?	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read independently at home tonight. Practice building your stamina as a reader. Set a goal for yourself of how many minutes you will try to read. Complete the Reading Stamina tracker to show your progress toward the target.	



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Grade 3: Module 1: Unit 2: Lesson 5

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Name:
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Date:
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Book Title:

This Means I:	Not These Yet.	Still Working on It!	I did it!
Stay in my reading spot			
Read silently or in a whisper voice			
Read the whole time			
Stick with my book until I finish it			
Use reading strategies to understand what I read			
Read carefully, and don't just eat books like Henry did			

One thing I did to build my stamina was:

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Next time, I will work hard to:

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