



EXPEDITIONARY
LEARNING

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:

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)	

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



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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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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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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.
