



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3

Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



In this unit, students will explore how geography impacts readers' access to books. All instruction in this unit builds toward the final performance task for the module: an informative "Accessing Books around the World" bookmark. In the first part of the unit, students will read informational texts about world geography as they build vocabulary and understanding related to physical features and how physical characteristics of a region influence how people access books. Students then will explore external resources that support the power of reading, focusing on the important role of libraries.

Using the central text, *My Librarian Is a Camel*, students will read about less conventional ways to access texts and the heroic lengths librarians and community members make in order to help others build this power. Students will read about and gather details about one of the countries represented in *My Librarian Is a Camel* and write an informative paragraph that describes how readers in that

country access books. In the On-Demand Mid-Unit 3 Assessment, students will read a new excerpt from *My Librarian Is a Camel* and answer a series of text-dependent questions. They will then draw on this research in order to create their Accessing Books around the World bookmark. The creation of these bookmarks will be supported by the writing process, with a focus on producing writing in which the development and organization are appropriate to task and purpose. Students will have opportunities for critique and revision, culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. (Word processing the bookmark text is encouraged, but not required.) After students have completed their bookmark, they will complete an On-Demand End of Unit 3 Assessment in which they write a paragraph about a *different* librarian from *My Librarian Is a Camel*.

Guiding Questions And Big Ideas

- **How do people around the world access reading and books?**
- **How does reading give us power?**
- *People overcome great challenges in order to access books.*
- *Readers can learn about different cultures (people and places) through a variety of texts.*

Mid-Unit 3 Assessment

Answering Text-Dependent Questions about Librarians and Organizations around the World

This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.

End of Unit 3 Assessment

Answering Text-Dependent Questions about Librarians and Organizations around the World

This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies 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. Heather Henson, *That Book Woman*, illustrated by David Small (New York: Atheneum Books for Young Readers, 2008); ISBN: 978-1-4169-0812-8 (Just one text for the teacher; introduced in Unit 1; revisited in Unit 3).
2. Monica Brown, *Waiting for the Biblioburro*, illustrated by John Parra (Emeryville, CA: Tricycle Press, 2011); ISBN: 978-1-58246-353-7. (Teacher copy only)
3. Margriet Ruurs, *My Librarian Is a Camel: How Books Are Brought to Children around the World* (Honesdale, PA: Boyds Mills Press, 2005); ISBN: 978-1-59078-093-0. (Teacher copy only)

Online Resources

“Library on a Donkey” video, www.youtube.com/watch?v=eQMh8_TD2dI, 5 min. 45 sec. (last accessed June 19, 2012).

“Waiting for the Biblioburro” video, www.youtube.com/watch?v=f_iXkTSsfZ4, 2 min. (last accessed June 19, 2012).

Spanish language newscast about the publication of *Waiting for the Biblioburro* and the story behind it, www.youtube.com/watch?v=5Y22zBs-YQs, 1 min. 12 sec. (last accessed June 19, 2012).



This unit is approximately 3-5 weeks or 17 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|--|--|---|--|
| Lesson 1 | Building Background Knowledge about Physical Environment: What Makes It Hard for Some People to Get Books? | <ul style="list-style-type: none"> I can make connections between the events, ideas, or concepts in a text. (RL.3.3) I can explain how an illustration contributes to the story. (RL.3.7) I can distinguish between a narrator or character's point of view and my own. (RL.3.6) I can retell key ideas from an informational text. (RI.3.2) | <ul style="list-style-type: none"> I can make connections between the challenges two characters face in a story. I can explain how the illustrations in <i>That Book Woman</i> help me understand the challenges faced by the characters. I can retell important ideas from the informational text "Physical Environments around the World." | <ul style="list-style-type: none"> Partner discussion of text illustrations from characters' perspectives Partner discussion of questions after reading the informational text |
| Lesson 2 | Reading Maps: Locating the Countries We Have Been Reading About | <ul style="list-style-type: none"> I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can use a physical map to find a variety of landforms and water features. I can use a world map to find the countries we have been reading about. I can explain to a classmate or teacher what I understand about the maps I am using. | <ul style="list-style-type: none"> Exit ticket |
| Lesson 3 | Close Reading of <i>Waiting for the Biblioburro</i> : Finding the Main Message and Taking Notes | <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 a 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>Waiting for the Biblioburro</i> by reading the text closely. I can describe what the librarian wanted and what he did. I can sort key details from <i>Waiting for the Biblioburro</i> into categories. I can discuss how the main message of <i>Waiting for the Biblioburro</i> is conveyed through key details. | <ul style="list-style-type: none"> Close Read recording form |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|--|---|--|
| Lesson 4 | Continued Close Reading of <i>Waiting for the Biblioburro</i> : Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan | <ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can prepare myself to participate in discussions. (SL.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can answer questions using details from <i>Waiting for the Biblioburro</i>. I can prepare for a discussion by finding similarities and differences between <i>Waiting for the Biblioburro</i> and another text we have already read. I can participate in a discussion with my peers to compare and contrast four stories on a similar topic. | <ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i>: Questions from the Text <i>Waiting for the Biblioburro</i>: Finding Similarities and Differences recording form |
| Lesson 5 | Paragraph Writing about <i>Waiting for the Biblioburro</i> | <ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can write routinely for a variety of reasons. (W.3.10) | <ul style="list-style-type: none"> I can plan my paragraph using an Accordion graphic organizer. I can write a topic sentence for a paragraph about the effort the librarian made in order to get books to the people of Colombia. I can support my topic with details. I can write a sentence to close my paragraph. | <ul style="list-style-type: none"> Paragraph Writing Accordion graphic organizers Student paragraph |
| Lesson 6 | Determining Main Idea Using Text and Illustrations: Accessing Books around the World | <ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) | <ul style="list-style-type: none"> I can determine the main idea of an excerpt from <i>My Librarian Is a Camel</i> using evidence from the text and the illustrations. | <ul style="list-style-type: none"> Using Evidence to Determine the Main Idea: Accessing Books around the World recording form |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|--|---|---|---|
| Lesson 7 | Close Reading of Excerpts from <i>My Librarian Is a Camel</i> : How Do People Access Books around the World? | <ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) 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 idea of a passage from <i>My Librarian Is a Camel</i> by using illustrations and reading the text closely. I can record key details from a passage of <i>My Librarian Is a Camel</i> into categories. I can discuss how the main idea in a passage from <i>My Librarian Is a Camel</i> is conveyed through key details. | <ul style="list-style-type: none"> Recording form (based on excerpts about various countries in <i>My Librarian Is a Camel</i>) |
| Lesson 8 | Group Discussion: Accessing Books around the World | <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 effectively participate in a conversation with my peers and adults. (SL.3.1) | <ul style="list-style-type: none"> I can answer questions using details from <i>My Librarian Is a Camel</i>. I can discuss my opinion about a question with members of other groups. I can give reasons to support my opinion. | <ul style="list-style-type: none"> <i>My Librarian Is a Camel</i>: Questions from the Text (for each student's country) Exit ticket |
| Lesson 9 | Mid-Unit Assessment: Answering Text-Dependent Questions about Librarians and Organizations around the World | <ul style="list-style-type: none"> I can answer questions using specific details from the text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) 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 idea of a new excerpt from <i>My Librarian Is a Camel</i> by using illustrations and reading the text closely. I can record details from a new excerpt from <i>My Librarian Is a Camel</i> into categories. I can answer questions using details from a new excerpt from <i>My Librarian Is a Camel</i>. I can discuss how the main idea in a new excerpt from <i>My Librarian Is a Camel</i> is conveyed through key details. | <ul style="list-style-type: none"> Mid-Unit Assessment recording form (based on excerpts from a new country in <i>My Librarian Is a Camel</i>) (RI.3.1, RI.3.2, W.3.8, and SL.3.1) |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|--|--|--|--|
| Lesson 10 | Planning Writing: Making Notes for the Accessing Books around the World Informative Paragraph | <ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) | <ul style="list-style-type: none"> I can create a plan for my Accessing Books around the World informative paragraph. | <ul style="list-style-type: none"> Paragraph Writing Accordion graphic organizer |
| Lesson 11 | Writing a First Draft: Accessing Books around the World Informative Paragraph | <ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) | <ul style="list-style-type: none"> I can identify the criteria for a quality informative paragraph. I can write a quality first draft of an informative paragraph with a clear topic sentence that tells who my librarian or what my organization is. I can write an informative paragraph that describes my librarian or organization with specific facts and details. | <ul style="list-style-type: none"> Students' first draft writing |
| Lesson 12 | Revising: Developing Topic Sentences for My Accessing Books around the World Informative Paragraph | <ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) | <ul style="list-style-type: none"> I can revise my Accessing Books around the World informative paragraph to include a topic sentence that captivates my reader. I can revise my Accessing Books around the World informative paragraph to include important details about how my librarian or organization is special. | <ul style="list-style-type: none"> Revisions of students' topic sentence and details |
| Lesson 13 | Revising: Strong Conclusions for My Accessing Books Around the World Informative Paragraph | <ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) | <ul style="list-style-type: none"> I can revise my Accessing Books around the World informative paragraph for a conclusion that wraps up the paragraph for my reader. I can use feedback and criteria to revise my paragraph. | <ul style="list-style-type: none"> Students' conclusion revisions Students' paragraph drafts |
| Lesson 14 | Revising My Accessing Books around the World Informative Paragraph for a Hook to Captivate My Reader (Optional Lesson) | <ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) | <ul style="list-style-type: none"> I can revise my Accessing Books around the World informative paragraph for a "hook" that captivates my reader. | <ul style="list-style-type: none"> Students' paragraph hooks |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|--|--|--|---|
| Lesson 15 | Editing and Publishing: Accessing Books around the World Informative Paragraph | <ul style="list-style-type: none">• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)• I can use conventions to send a clear message to my reader. (L.3.2) | <ul style="list-style-type: none">• I can write a final draft that reflects craftsmanship.• I can use correct capitalization in my writing.• I can use correct end punctuation in my writing.• I can spell grade-appropriate words correctly.• I can use resources to check and correct my spelling. | <ul style="list-style-type: none">• Final published paragraph |
| Lesson 16 | Illustrating: Geography Icon | <ul style="list-style-type: none">• I can write an informative text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2) | <ul style="list-style-type: none">• I can create a quality illustration that helps the reader understand my Accessing Books around the World paragraph. | <ul style="list-style-type: none">• Student illustration and list of geographical features about the region |
| Lesson 17 | On-Demand End of Unit Assessment and Bookmark Celebration | <ul style="list-style-type: none">• I can write an informative text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2) | <ul style="list-style-type: none">• I can write a new informative paragraph about how people help deliver books to children in remote and difficult places.• I can read my Accessing Books around the World bookmark fluently to my audience. | <ul style="list-style-type: none">• End of Unit Assessment (informative paragraph) (W.3.2)• Student presentation of bookmark |



Optional: Experts, Fieldwork, And Service

- Experts: Interview local librarians.
- Fieldwork: Visit the community library.
- Service: Send books/bookmarks to children in other countries; donate bookmarks to school/community library.

Optional: Extensions

- Art: Create a bookmark illustration and layout.
- Technology: Create a digital archive of bookmarks; create illustrations and bookmark layout; type text for bookmark.
- Writing: Narrative Writing: Students imagine they live in one of the countries they studied and write a story that describes how they access books.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3

Recommended Texts



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Unit 3 focuses on how geography impacts readers' access to books in many regions of the world. The list below includes works with a range of Lexile® text measures. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demands. Where possible, materials in languages other than English are also provided.

Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

| Title | Author And Illustrator | Text Type | Lexile Measure |
|--|--|--------------------|----------------|
| Lexile text measures below band level (under 420L) | | | |
| <i>School in Many Cultures</i> | Heather Adamson (author) | Informational text | 220 |
| <i>Mi Escuela/My School</i> | George Ancona (author/photographer), Alma Flor Ada and F. Isabel Campoy (translators) | Informational text | 260 |
| <i>Same, Same, but Different</i> | Jenny Sue Kostecki-Shaw (author/illustrator) | Informational text | 480* |
| <i>This Is the Way We Go to School: A Book about Children around the World</i> | Edith Baer (author), Steve Bjorkman (illustrator) | Informational text | 360 |
| <i>Freedom School, Yes!</i> | Amy Littlesugar (author), Floyd Cooper (illustrator) | Literature | 390 |
| <i>School in Many Cultures</i> | Heather Adamson (author) | Informational text | 220 |
| <i>Mother Teresa</i> | Candice F. Ranson (author), Elaine Verstraete (illustrator) | Informational text | 390 |



| Title | Author And Illustrator | Text Type | Lexile Measure |
|--|--|--------------------|----------------|
| Lexile text measures within band level (420–820L) | | | |
| <i>Tomás and the Library Lady</i> | Pat Mora (author), Raul Colón (illustrator) | Literature | 440 |
| <i>One Green Apple</i> | Eve Bunting (author), Ted Lewin (illustrator) | Literature | 450 |
| <i>Inside the Books: Readers and Libraries around the World</i> | Toni Buzzeo (author), Jude Daly (illustrator) | Informational text | 540* |
| <i>Elizabeth's School</i> | Stephanie Stuve-Bodeen (author), Christy Hale (illustrator) | Literature | 590 |
| <i>How I Learned Geography</i> | Uri Shulevitz (author/illustrator) | Literature | 660 |
| <i>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl*</i> | Ma Yan (author), Lisa Appignanesi (French translator), He Yanping (Mandarin translator) | Biography | 720 |
| <i>Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea</i> | Greg Mortenson and Susan L. Roth (authors), Susan L. Roth (illustrator) | Informational text | 740 |
| <i>The Day of Ahmed's Secret</i> | Florence Parry Heide and Judith Heide Gilliland (authors), Ted Lewin (illustrator) | Literature | 810 |
| <i>Give a Goat</i> | Jan West Schrock (author), Aileen Darragh (illustrator) | Literature | 810 |

* Also available in French as *Le journal de Ma Yan: La vie quotidienne d'une écolière chinoise*, translated from the original Mandarin by He Lanping.



| Title | Author And Illustrator | Text Type | Lexile Measure |
|--|--|--------------------|----------------|
| Lexile text measures above band level (over 820L) | | | |
| <i>The Dream on Blanca's Wall: Poems in English and Spanish/ El sueño pegado en la pared de Blanca: poemas en inglés y español</i> | Jane Medina (author), Robert Casilla (illustrator) | Poetry | TK |
| <i>Alia's Mission: Saving the Books of Iraq</i> | Mark Alan Stamaty (author/illustrator) | Informational text | 850 |
| <i>Three Cups of Tea (The Young Reader's Edition)</i> | Greg Mortenson and David Oliver Relin (authors), Sarah Thomson (adapter) | Informational text | 910 |
| <i>Give Me Liberty!: The Story of the Declaration of Independence</i> | Russell Freedman (author) | Informational text | 1070 |

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2013 MetaMetrics.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 1

Building Background Knowledge About Physical Environment: What Makes it Hard for Some People to Get Books?



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

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

I can make connections between the events, ideas, or concepts in a text. (RL.3.3)
I can explain how an illustration contributes to the story. (RL.3.7)
I can distinguish between a narrator or character's point of view and my own. (RL.3.6)
I can retell key ideas from an informational text. (RI.3.2)

Supporting Learning Targets

- I can make connections between the challenges two characters face in a story.
- I can explain how the illustrations in *That Book Woman* help me understand the challenges faced by the characters.
- I can retell important ideas from the informational text "Physical Environments around the World."

Ongoing Assessment

- Partner discussion of text illustrations from characters' perspectives
- Partner discussion of questions after reading the informational text



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Transition into Unit 3: Interactive Read-aloud of <i>That Book Woman</i> (15 minutes)Work Time<ol style="list-style-type: none">Role-play with Illustrations (10 minutes)Reading Informational Text: Physical Environments around the World (25 minutes)Closing and Assessment<ol style="list-style-type: none">Pairs Share (5 minutes)Debrief (5 minutes)Homework<ol style="list-style-type: none">Look through books in your classroom, school, or local library, or in your collection at home. Find one about a real place in the world. What are some of the landforms and water features there? What is the climate like? What might the lives of people who live in that environment be like? Discuss this with an adult at home. | <ul style="list-style-type: none">This lesson is designed to be a bridge from the idea of overcoming personal obstacles to overcoming obstacles in the physical environment that make it hard to access books. <i>That Book Woman</i> involves characters who struggle with both types of obstacles. This leads into an informational text in the latter part of the lesson that helps students build background knowledge about environments around the world. This lays the foundation for later work in the unit involving research into how people around the world overcome the physical obstacles to accessing books.In advance: Reread <i>That Book Woman</i> to determine appropriate stopping points for the interactive read-aloud (for lesson opening).The read-aloud is intentionally interactive, since students have already read <i>That Book Woman</i> multiple times.In advance: prepare sets of illustrations from <i>That Book Woman</i>. See materials, below, and Work Time A for details about the sorts of illustrations to select and prepare.In advance: prepare photos of various environments around the world (from books, magazines, etc.) See materials, below. |



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

| Lesson Vocabulary | Materials |
|---|---|
| obstacles, challenges, overcome, perspective, role, face (challenges), physical environment, remote, valley, mountain, gulley, distance, climate, landforms, desert, mountains, rivers, arctic, coast, island | <ul style="list-style-type: none">• <i>That Book Woman</i> (book; teacher copy only; also used in Unit 1)• Document camera (to project the pictures and text for all to see)• Sets of illustrations from <i>That Book Woman</i>. Two of Cal struggling with personal obstacles and two of Book Woman struggling with geographic/physical obstacles (one set per pair of students)• Handout: “Physical Environments around the World” (68oL/53oL)• Photos of various environments around the world (from books, magazines, etc.) that clearly show some landforms and some indication of climate (weather, season, etc.). One picture per pair of students.• Physical Environments around the World (directions and Discussion Questions) (one per student)• Sticky notes (optional) |

| Opening | Meeting Students’ Needs |
|--|--|
| <p>A. Transition into Unit 3: Interactive Read-aloud of <i>That Book Woman</i> (15 minutes)</p> <ul style="list-style-type: none">• Show students the cover of <i>That Book Woman</i>. Remind them of the work they did with the text in Unit 1 and how the main character, Cal, had to overcome some personal obstacles in order to learn to read.• Ask students to examine the illustration on the book cover. Ask: “What do you notice about Cal compared to his sister?”• Give students time to think, then share with a partner. Invite contributions. Listen for students’ comments about Cal’s body language—define this term if needed. Explain: “Cal had to overcome some personal obstacles before he could learn to read. That means there were things going on inside him that made the idea of reading books hard.”• Invite students to turn and talk about some of the things they remember from the story that Cal was struggling with. Students may say things such as: “He was embarrassed.”• Point out the picture of the “Book Woman” on the cover. Remind students of this other important character and how she would bring books to Cal’s family. Explain: “Not only were there some things going on inside of Cal that were obstacles to his reading, but it was also really hard for him to get books. It wasn’t easy for this Book Woman to get to him and his family. There were some obstacles that she had to overcome.” | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols, such as a person trying to move a rock for the concept of <i>personal obstacles</i>. |



| Opening (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Explain that in this lesson, students will experience the story again, but that this time they will either pay attention to Cal or to the Book Woman. Encourage students to pretend that they actually are that character. “What obstacles or challenges do you face in this story?”• Clarify the idea of taking the perspective of a character. Explain: “While we cannot actually become someone else, we can role-play. In other words, we can pretend to be that person, like an actor does. When we do that, we have to take on the character’s <i>perspective</i>, or way of looking at things. In other words, we have to imagine what they would think and how they would feel. For example, if I took on the role of someone who was afraid of trying something new, I would have to act like I am nervous and afraid, even if I am actually a person who loves to try new things. I would be role-playing someone else, and taking their perspective.• Pair students up. Assign one partner to play the role of Cal. The other partner should play the role of the Book Woman.• Post and read the supporting learning target: “I can make connections between the challenges two characters face in a story.” Explain that as students listen to the read-aloud, they should try to put themselves in the shoes of their character: “What obstacles do you face? How do you overcome them?”• Be sure to clarify that <i>face</i> in this context means “have to deal with,” or “encounter.” Ask students to try to define <i>obstacle</i> and <i>overcome</i>. If necessary, provide these definitions again.• Read <i>That Book Woman</i> aloud. Stop at the end of the first page and ask the “Cal” students to quickly tell their “Book Woman” partners where they live. Write the word <i>remote</i> on an easel, and clarify that Cal lives in a <i>remote</i> place, meaning that it is far away and hard to get to.• Continue reading, stopping periodically and asking the Cals to tell the Book Women about themselves and what they are feeling and/or thinking.• Encourage the Cals to support their statements with evidence from the book or pictures. For example, on the third page of text, Cal might say: “I feel really uncomfortable about Lark being such a reader. See how my face looks when I’m watching her reading on the porch.”• As the Book Woman enters the story, encourage the Cals to share their disbelief that she would travel “clear up the mountainside! A hard day’s ride and all for naught, I reckon” since they have nothing to pay her with (page 7).• As the read-aloud progresses, continue to periodically stop and have the Cals and Book Women dialogue with each other. | |



| Opening (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none">• Be sure that the Book Woman characters have a chance to tell the Cals about the trips they make to get to his home. “What is it like for you to get the books to Cal?” Remind students to refer to details from the text as they answer.• After the 13th page of text, where Cal thinks about how brave the Book Woman is and wonders what “makes that Book Woman risk catching cold or worse,” have the Cals share their thoughts with their Book Woman and ask her why she takes that risk. | |
| Work Time | Meeting Students' Needs |
| <p>A. Role-play with Illustrations (10 minutes)</p> <ul style="list-style-type: none">• Point out the second learning target, and read it aloud: “I can explain how the illustrations in <i>That Book Woman</i> help me understand the challenges faced by the characters.”• Review terms such as <i>illustrations</i> and <i>challenges</i> as needed.• Ask students to look at sets of illustrations from the book (two or three that show a picture of Cal and his personal obstacles to reading, and two or three of Book Woman and the physical/geographic obstacles she faces in getting books to Cal’s family).• Have each child in the pair take a few moments to silently look at his or her character’s pictures. * “What specific details in the illustration show challenges?”• Have students talk to each other, in character, explaining how the illustrations show the challenges they each face. | <ul style="list-style-type: none">• If appropriate, students can circle or star information from the picture that they want to share. Sticky notes are another way for students to record that same information. |
| <p>B. Reading Informational Text: Physical Environments around the World (25 minutes)</p> <ul style="list-style-type: none">• Gather everyone whole group. Ask: “What made it challenging for Book Woman to get to Cal and his family?” After a few students share, follow up with: “Is that the only place in the world where it might be hard to get books to people?” Ask the class to think about other places where it might be hard to get books to people. Give students time to think, then have a few share aloud, encouraging them to clearly describe what the place is like.• Begin a running list of vocabulary related to the physical environment that comes up throughout the remainder of the lesson. This list will include <i>valley</i>, <i>mountain</i>, <i>gully</i>, <i>distance</i>. Include other words that students offer if they are appropriate. | <ul style="list-style-type: none">• The text “Physical Environments around the World” is written at two different Lexile ranges. Use the appropriate text for each student.• Post this list of vocabulary in the classroom to refer and add to throughout the remainder of the unit. |



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none">• Explain that in this next part of the lesson, students will read an informational text that will give some background information about different kinds of physical environments around the world. While they read it, they should think about what <i>physical environment</i> means. They should also think about the obstacles to getting books that people who live in different environments might face.• Distribute the “Physical Environments around the World” text and Physical Environments around the World (directions and discussion questions) to pairs.• Read the directions together (including the supporting target: “I can retell key ideas from an informational text”).<ul style="list-style-type: none">* Students read the text aloud.* Students reread silently.* Students identify key vocabulary.* Students discuss questions with their partner. <p>When students finish the text and questions, they should be given a picture of a physical environment and complete the task described in the directions.</p> | <ul style="list-style-type: none">• Consider providing pictures of some of the landforms or other relevant terms described in the text for ELLs or other students who might require that support. |



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Pairs Share (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together as a whole group with their pictures. Ask two groups of partners to share their pictures with each other. They should tell what landforms, water features, and climate are in the picture, what obstacles in the physical environment might make it hard to get books, and how those obstacles might be overcome. | |
| <p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to think about what they did today with <i>That Book Woman</i>. Invite students to Think-Pair-Share how taking on the role of Cal and the Book Woman helped them better understand the challenges they faced.• Remind the class: “In the opening of the informational text, it says, ‘All around the world, the way that people live is closely connected to their physical environment. The landforms, and the temperature, the seasons, and the amount of rainfall in a place are all important parts of its physical environment.’”• Help students to recall that the physical environment made it challenging to get books to Cal and his family. Explain that during this final unit, they will be reading about places around the world where it is a challenge to get books. In addition, they will learn about people like the Book Woman, who go to heroic lengths to get books to them. Ask students to briefly Think-Pair-Share their predictions about other characteristics of the physical environment that might make it challenging for people to access books. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Look through books in your classroom, school, or local library, or in your collection at home. Find one about a real place in the world. What are some of the landforms and water features there? What is the climate like? What might the lives of people who live in that environment be like? Discuss this with an adult at home. <p><i>Note: Gather a variety of world, New York State, and United States maps that clearly show land and water information (i.e., deserts, mountains, rivers, etc.).</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 1

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

(680 Lexile Level)

Introduction

All around the world, the way that people live is closely connected to their **physical environment**. The **landforms**, and the temperature, the seasons, and the amount of rainfall in a place are all important parts of its **physical environment**. Some places around the world, such as the Arctic, are very cold all year round. What do you think people who live there wear? Probably not T-shirts and shorts! If you're thinking warm clothing, you're right!

Climate

Climate is how hot or cold, wet or dry a place is. Some places have a climate that changes with the season. For example, here in New York State, our summers are usually hot. We do get some rain, but it doesn't happen every day. Our winters are cold. In some parts of New York State we get lots of snow in winter. Spring and fall are not too hot or too cold. We usually get some rain during those seasons.

There are some places in the world where it is always hot. Most of those places are near the **equator**. Some of those hot places are also very dry. These hot, dry, places are called **deserts**. The Sahara desert in Africa is a great example of a place like this. Other hot places can be very rainy. Indonesia is a great example of a place like this.

Remember those people who live in the Arctic? They live in cold climates. Even though it is cold, it is very dry, and if the air is dry, there will be no moisture in the air to make snow. In fact, it gets so cold (below 14° F (–10° C)) that it hardly ever snows! It is a cold desert. The reason why you see snow in pictures of these places is that when it does sometimes get warm enough to snow, the temperature never gets high enough to melt the snow, so the snow stays there year after year.

Landforms and Water Features

Mountains, valleys, hills, forests, cliffs, and plains are all examples of landforms. In some parts of New York State, there are many mountains, hills, and forests. Some parts of New York State are very flat. Some places around the world, like Afghanistan, have a lot of mountains. Other places, like the grasslands of Africa, are very flat.

Oceans, rivers, waterfalls, lakes, and bays are all examples of water features. You can find all of these water features in New York State! Some places around the world, like Finland, are right on the ocean. It has a long coast, where the water meets the land.



Summary

The **climate, landforms, and water** features of a place are important parts of their **physical environment**. All around the world, there are lots of different kinds of **physical environments**. Think about this: What would living near an ocean be like? How about living in a desert? What about living high up in the mountains? Would life be exactly the same in all these places?

¹Written by Expeditionary Learning for Instructional Purposes. Adapted from *Junior Classroom Atlas* (Rand McNally & Company, 2001), ISBN: 978-0-528-17734-7. Lexile: 680.



(530 Lexile Level)

Introduction

There are many different **physical environments** all around the world. **Physical environment** means things like the land, temperature, seasons, and rainfall in a place. Some places around the world are very cold all year. The Arctic is like this. What do you think people in the Arctic wear? Not T-shirts and shorts!

Climate

Climate is how hot or cold, wet or dry a place is. In some places the climate changes each season. Think about New York State. Our summers are often hot. We get some rain, but it doesn't rain every day. Our winters are cold. In some parts of New York State we get a lot of snow. Spring and fall are not too hot or too cold. We often get rain in the spring and fall.

Some places in the world are very hot all year. Most of those places are near the **equator**. Some of those places are also very dry. The hot and dry places are called **deserts**. The Sahara Desert in Africa is a good example. Some hot places can be rainy. Indonesia is a good example.

Remember those people who live in the Arctic? It is a cold climate. It is so cold that it doesn't snow much! But when it does snow, the snow never melts, so snow is always on the ground. It is also very dry. It is a cold desert.

Landforms and Water Features

Some examples of **landforms** are mountains, valleys, hills, forest, cliffs, and plains. There are many mountains, hills, and forests in New York State. Some parts of New York State are very flat. Some places around the world have mountains. Afghanistan has a lot of mountains. Other places are very flat. The grasslands of Africa are flat.

Some examples of water features are oceans, rivers, waterfalls, lakes, and bays. You can find all of these in New York State! Some places around the world are right on the ocean. Finland is on the ocean. It has a long coast, where the water meets the land.

Summary

The **climate**, **landforms**, and water features of a place are important parts of the **physical environment**. There are lots of different **physical environments** around the world. What would living near an ocean be like? What would living in the mountains be like? What would living in a desert be like? Would life be the same in all those places?



.....
Name:

.....
Date:

Target

I can retell key ideas from an informational text.

Directions

- * Read the informational text “Physical Environments around the World” aloud with your partner.
 - * Then reread on your own, silently.
 - * Identify key vocabulary.
 - * After you have finished reading the text twice, work together to complete the follow steps:.
1. Tell your partner three important details from the text. Explain why you think they are important.
 2. Discuss the four questions mentioned in the last paragraph.
 3. Look at the picture you have been given and discuss:
 - a. The landforms and water features in the picture
 - b. What you think the climate must be like
 - c. What obstacles to getting books someone living in this environment might have
 - d How those obstacles might be overcome



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 2

Reading Maps: Locating the Countries We Have Been Reading About



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can use a physical map to find a variety of landforms and water features.
- I can use a world map to find the countries we have been reading about.
- I can explain to a classmate or teacher what I understand about the maps I am using.

Ongoing Assessment

- Exit ticket



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Share and Where Did Cal Live? (5 minutes)Reading Maps: Where Is Appalachia? (10 minutes)Work Time<ol style="list-style-type: none">Reading Maps: Scavenger Hunt (20 minutes)Group Share (5 minutes)Clue Cards (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Exit Ticket: Three Things I learned about Reading Maps (5 minutes)Homework<ol style="list-style-type: none">Find a book that has a map in it. You can look in our classroom library, the school library, your local library, or at home. Examine the map closely. Does it have a key? What are some of the physical features that are shown on the map? | <ul style="list-style-type: none">This lesson is meant to engage students in exploring and working with maps. While they will not master map reading with just one lesson, they will begin to develop some background knowledge about how maps give information about a place. In addition, discussing how maps support understanding of informational texts lays important groundwork for the research students will do later in this unit. Map reading needs to be reinforced during other times of the day beyond this ELA block. |



| Lesson Vocabulary | Materials |
|---|---|
| landforms, physical environment, political map, topographical map, continent, compass rose, key | <ul style="list-style-type: none">• <i>That Book Woman</i> (book; teacher copy only)• One large map of the United States and one of New York State (large enough for all students to see)• Reading a Map anchor chart (one per student)• Multiple maps of the United States, New York State, and the world. All maps should have a key or other way (e.g., colors in physical maps) for students to identify important physical features such as rivers, mountains, deserts, etc.• “Physical Environments around the World” (680L/530L) (from Lesson 1)• Map Scavenger Hunt (one per student)• Exit Ticket: Three Things I Learned about Reading Maps (one per student) |

| Opening | Meeting Students’ Needs |
|--|---|
| <p>A. Engaging the Reader: Homework Share and Where Did Cal Live? (5 minutes)</p> <ul style="list-style-type: none">• Briefly review the homework task in which students found a book about a real place and discussed the physical features, climate, and people who live there with someone at home. Invite students to partner up with one another and share the information from their homework.• Remind the class of the work in Lesson 1 about That Book Woman. Ask: “Where did Cal live?”• Invite students to briefly turn and talk with a partner, then share out. Emphasize that Cal lived in a remote place, and the physical environment where he lived made it hard to get books.• Have students Think-Pair-Share about the obstacles that made it challenging for the Book Woman to get to him and about why she might have taken those risks. Have a few students share aloud.• Remind the class that the story of <i>That Book Woman</i> is based on real events. Read aloud the inside cover of the book, which gives a few lines about the Pack Horse Librarians. Explain that the setting of the Book Woman is a real-world place called Appalachia. | <ul style="list-style-type: none">• If there are students in the class who were born in another country, find those countries on the world map. |



| Opening (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Reading Maps: Where Is Appalachia? (10 minutes)</p> <ul style="list-style-type: none">• Show a large map of the United States. Discuss the title, and ask them to share some things they know about maps. Be sure to point out important features on the map such as the compass rose, key, borders between states, and ways in which important landforms and water features are shown.• Find Appalachia on the map and point out the way in which the physical environment that was described in <i>That Book Woman</i> (i.e., rivers and mountains) is shown on the map.• Share a map of New York State. Point out how the map shows some of the important physical features of our state. Find your community and discuss any physical features that might be represented on the map.• Use the Reading a Map anchor chart to record a running list of elements of maps and map reading that students notice throughout this lesson. Briefly explain the difference between a physical map (which shows features of the physical environment) and political maps (which simply show the borders between countries, states, and other land divisions [boroughs, counties, districts, provinces, or townships] and the locations of major cities). | <ul style="list-style-type: none">• This anchor chart can be used in Social Studies lessons in a variety of ways: to categorize what students have learned, inform lessons, or inspire further work with maps. |
| Work Time | Meeting Students' Needs |
| <p>A. Reading Maps: Scavenger Hunt (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that today they will have the opportunity to dive in and explore more about how to read maps with a partner.• Distribute the Mapping Scavenger Hunt instructions along with the informational text “Physical Environments around the World” (from Lesson 1).• Read the directions for the hunt together, including the learning targets. Remind students of expectations for discussion, including taking turns, making sure that both partners are heard, asking questions of each other if something that has been said isn't clear, etc.• Before students begin the hunt, have them give some thought to this question: “How can a map help us understand informational texts, such as the one we read yesterday, about different countries or places in the world?” After a moment, have them turn to a peer nearby and share their thoughts on the question.• Have students complete the scavenger hunt. Circulate among the pairs and take note of elements of map reading that come up. These can be brought up in the group discussion after the scavenger hunt (described below). | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Group Share (5 minutes)</p> <ul style="list-style-type: none">• Gather students back together in a whole group. Discuss what they noticed during the scavenger hunt. Add relevant ideas to the Reading a Map anchor chart. Allow students to generate the ideas, and know that they will keep thinking about maps for several more days, so it is fine if their thinking is preliminary and incomplete at this point. Students' comments might include ideas such as "Some maps include historic places," "The scale is not the same on every map," "Some maps use symbols; others use colors to show physical features," etc. Other ideas that come up, such as "There are lines running north and south and others running east and west," can be briefly defined here (e.g., latitude and longitude). | <ul style="list-style-type: none">• These clues can be shared aloud, or placed on an overhead or chart paper in a bulleted or numbered list. This can become a card game that can be left in the classroom to be played by students, or used as a whole group quick activity during short downtimes. |
| <p>C. Clue Cards (10 minutes)</p> <ul style="list-style-type: none">• Students work on their own or in pairs. Ask them to look at their world map and choose a country somewhere in the world. They can choose whatever country they want.• Challenge students to make a "clue card" consisting of a list of clues that will allow someone else in the class to find the country.• Share an example such as: "This country is in the continent of North America. It is north of the United States. It is bordered on the east by the Atlantic Ocean and on the west by the Pacific. There are many lakes, rivers, and mountains. The Rocky Mountains run through the western part of this country." Guide students toward naming the answer: Canada.• Once students have written their clue cards, they can swap with partners and use the map to find the country, or this can be done at a different time during the day. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Point out the informational text “Physical Environments around the World” that students read during Lesson 1. Revisit the question:<ul style="list-style-type: none">* “How does looking at maps help us understand informational texts like this one?”Have students turn and talk, and cold call a few students to share what their partner said. | |
| <p>B. Exit Ticket: Three Things I Learned about Reading Maps (5 minutes)</p> <ul style="list-style-type: none">Have students complete the exit ticket. Explain that they are not simply listing three things they found, but rather they are listing three things they learned about reading a map. For example: “Look for the colors on the map to know where deserts, forests, and rivers are,” or “The compass rose tells where north, south, east, and west are on the map.” | <ul style="list-style-type: none">When asking ELLs to produce language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Find a book that has a map in it. You can look in our classroom library, the school library, your local library, or at home. Examine the map closely. Does it have a key? What are some of the physical features that are shown on the map? | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 2

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



.....
Name:

.....
Date:

Learning Targets

I can use a physical map to find a variety of landforms and water features.

I can use a world map to find the countries we have been reading about.

I can explain to a classmate or teacher what I understand about the maps I am using.

Directions

As you complete each item, be sure to check it off!

1. Find a compass rose on one of the maps.
2. Find the Equator on a world map.
3. Find a map key.
4. The world is made up of land and water. Continents are the largest bodies of land. Oceans are the largest bodies of water.

Use a world map to find the seven continents:

- A. North America
- B. South America
- C. Africa
- D. Europe
- E. Asia
- F. Australia
- G. Antarctica



Directions

Use a world map to find the following oceans:

- A. Pacific
- B. Atlantic
- C. Indian
- D. Arctic



5. Find the following somewhere on a map:

- A. Desert Areas
- B. Mountains
- C. Rivers
- D. Islands

6. Look at the information text “Physical Environments around the World.” Find the landforms and countries you read about. List them here:

7. Use a map of New York State to find:

- A. New York City
- B. Albany (the capital of New York State)
- C. Niagara Falls
- D. Mountains
- E. Lakes
- F. Rivers

8. Find the countries we read about:

- A. Afghanistan
- B. Iraq
- C. Chad



9. Look carefully at the landforms and water in one of those three countries. What is the physical environment like these?

10. Explore the maps!



.....
Name:

.....
Date:

Today I explored maps. Here are three things I learned about reading maps:

1.

2.

3.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 3

Close Reading of *Waiting for the Biblioburro*: Finding the Main Message and Taking Notes



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 a 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 *Waiting for the Biblioburro* by reading the text closely.
- I can describe what the librarian wanted and what he did.
- I can sort key details from *Waiting for the Biblioburro* into categories.
- I can discuss how the main message of *Waiting for the Biblioburro* is conveyed through key details.

Ongoing Assessment

- Close Read recording form



| 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>Waiting for the Biblioburro</i> (5 minutes) Unpacking the Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Rereading on Your Own: Capturing the Gist (25 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"> Tonight at home, tell someone the story of the Biblioburro. Continue reading your own independent reading book. | <ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i> is narrative nonfiction: a story about real people and actual events. Students have read other narrative nonfiction in this module: <i>Rain School</i> and <i>Thank You, Mr. Falker</i>. This lesson provides a bridge, helping students move to nonfiction. Students will begin to think about how they can collect information from different types of texts. The lessons that follow will focus on more typical informational text used to help students start shifting from narrative to narrative nonfiction; students' next step will be to informational texts. In advance: Because <i>Waiting for the Biblioburro</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. For finding the meaning of words in context, use some of the Spanish vocabulary found in <i>Waiting for the Biblioburro</i>. Review: Helping Students Read Closely (Appendix 1). |

| Lesson Vocabulary | Materials |
|--|---|
| access, abecedario, biblioteca, burro, cuento, qué bueno | <ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i> by Monica Brown (book; teacher copy only) Document camera and projector Excerpts from <i>Waiting for the Biblioburo</i>, by Monica Brown (see Teaching Note, above; one per student) Close Read recording form (one per student) Sticky notes World map |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>Waiting for the Biblioburro</i> (5 minutes)</p> <ul style="list-style-type: none"> • Pair students up and invite them to briefly share the map exploration they completed for homework. Did their maps have keys? What physical features did they see on their maps? If time permits, ask a few students to share their map discoveries. • Tell students that today they are going to be hearing and reading a new story called Waiting for the Biblioburro, by Monica Brown; tell students that this story is going to look very similar to the stories they've read already. • Help students to begin thinking about the difference between fiction and nonfiction. Remind them that some of the stories they have read were <i>fiction</i>: a made-up story (such as <i>That Book Woman</i>). Invite students to turn and talk about this key term <i>fiction</i>. • Point out that a story can be made up even if it is based on real events: There really were pack librarians who brought books to people in rural Kentucky. But Cal and his family are <i>fictional</i> characters. • Remind students that other stories they have read were based on real events, with real characters (such as <i>Rain School</i> or <i>Thank You, Mr. Falker</i>). • Tell them that today they will be reading a true story about a real person. It actually happened! So, they could read it for the story of it. And they can also be reading it to learn more about the topic. • Note: Emphasize this shift from narrative to narrative nonfiction, as students' next step will be to informational texts. <i>Waiting for the Biblioburro</i> should be a "bridge text" into this, and an introduction collecting new types of information. • Orient students to the world map: "Before I read this book to you, I would like to show you the country on the map where <i>Waiting for the Biblioburro</i> takes place." Place a marker with the book title on Colombia on the world map. Ideally use a map that shows the physical environment of South America. • Project the book <i>Waiting for the Biblioburro</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"> • Allowing students to see the text and illustrations will aid them in their comprehension. • If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by the entire class. • Use of the following videos might help with building background knowledge: <ul style="list-style-type: none"> * "Library on a Donkey" video * "Waiting for the Biblioburro" video * Also video on PBS: www.pbs.org/pov/biblioburro • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. |



| Opening (continued) | Meeting Students' Needs |
|--|---|
| | <ul style="list-style-type: none">• Be culturally aware of students' home countries. If a student is from Colombia, ask him or her to share about how they got books in Colombia. |
| <p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• As usual, unpack the learning targets as needed. Students should be quite familiar with many of these targets from previous lessons. Read the targets aloud, one at a time, and have students show a quick Fist to Five to indicate how well they understand the targets. Address any confusion as needed. | |

| Work Time | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Rereading on Your Own: Capturing the Gist (25 minutes)</p> <ul style="list-style-type: none">• Remind students of the close reading work they have done so far. During the first independent read, their job is to try to find the gist of the story. Remind them to look at it section by section. For this text students will be reading excerpts, so they can stop and find the gist of each excerpt. When they find the gist, they should jot it down on a sticky note and put it on their copy of the text.• Their second important job is to circle unfamiliar words as they read. Tell them that there are also words in Spanish sprinkled throughout this text. If they are not Spanish speakers, they can write these words down. Encourage students to use a similar strategy they used for <i>That Book Woman</i> where they tried to substitute other words for the unfamiliar word, seeing what makes sense.• Make sure all students are clear on the task. Distribute sticky notes and give them 10 to 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• Then distribute the Close Read recording form. Ask students to fill in the top box, which asks for their ideas about the lesson of the story.• Give students 5 minutes to discuss, in small groups or partnerships, the reading work they have done so far. Remind students of the class norms for conversation. | |



| 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. Tell them that now that they have the gist of the story and have circled unfamiliar vocabulary, they are going to collect important details that help to teach the lesson of the story.• Give students 5 minutes to reread the text on their own and underline the important details.• Then invite students to discuss their reading work in their groups. Ask students to go through each category of note-taking, giving every student in their 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 reader made the decision that he or she made.• Once students have discussed, have them write on their own. They should complete the recording form, including the question about how their thinking about the story's lesson has grown or changed. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share responses to the question: "What do you think was the most important detail in <i>Waiting for the Biblioburro</i> that showed the lesson of the story?"• Ask the following questions to check in on students' reading strategies: What was a success for you as a reader today? What was challenging for you? What strategies did you use to help you understand the story? | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Tonight at home, tell someone the story of the Biblioburro.• Continue reading your own independent reading book. | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 3

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Because *Waiting for the Biblioburro* is a 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: "On a hill ..." Ending: "... beyond the hill." |
| Pages 5 | Beginning: "Ana has read ..." Ending: "... children in her village." |
| Page 7 | Beginning: "So at night ..." Ending: "... but her teacher with the books is gone." |
| Pages 9-10 | Beginning: "One morning ..." Ending: "Libros! Books!" |
| Page 11 | Beginning: "Who are you? ..." Ending: "... my biblioteca." |
| Page 13 | Beginning: "Once upon a time ..." Ending: "... I will be back to collect them and bring you new ones." |
| Page 16 | Beginning: "Someone should write a story about your <i>burros</i> ..." Ending: "... that night she reads until she can't keep her eyes open any longer." |
| Pages 21-end | Beginning: "When Ana wakes up ..." Ending: "... and all the new stories the biblioburro will bring." |



.....
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. (2003).



Waiting for the Biblioburro: Close Read Recording Form



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 4

Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

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

I can answer questions using specific details from the text. (RL.3.1)
I can prepare myself to participate in discussions. (SL.3.1)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can answer questions using details from *Waiting for the Biblioburro*.
- I can prepare for a discussion by finding similarities and differences between *Waiting for the Biblioburro* and another text we have already read.
- I can participate in a discussion with my peers to compare and contrast four stories on a similar topic.

Ongoing Assessment

- *Waiting for the Biblioburro*: Questions from the Text
- *Waiting for the Biblioburro*: Finding Similarities and Differences recording form



Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

| 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 (20 minutes)Jigsaw Discussion, Part 1: Comparing Waiting for the Biblioburro to Another Text We Have Read (15 minutes)Jigsaw Discussion, Part 2: How Is the Story in Waiting for the <i>Biblioburro</i> Similar to and Different from Other Stories We Have Read? (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book. | <ul style="list-style-type: none">Review the Jigsaw protocol (Appendix 1)Create “expert groups” based around the three texts: <i>Rain School</i>, <i>Nasreen’s Secret School</i>, and <i>That Book Woman</i>. These groups should be heterogeneous. If the class is large, consider making two groups for each text (for a total of six).Create “Jigsaw groups” in which there is one representative from each expert group.Students make several transitions in this lesson. Understand the lesson sequence clearly, in order to alert students to each upcoming transition. |



Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

| Lesson Vocabulary | Materials |
|--|--|
| access, abecedario, biblioteca, burro, cuento, que bueno, compare, contrast, similarities, differences | <ul style="list-style-type: none">• Excerpts from <i>Waiting for the Biblioburro</i> (from Lesson 3)• <i>Waiting for the Biblioburro</i>: Questions from the Text (one per student)• <i>Waiting for the Biblioburro</i>: Finding Similarities and Differences Recording Form (one per student)• <i>Rain School</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)• <i>Nasreen’s Secret School</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)• Excerpts from <i>That Book Woman</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A) |

| Opening | Meeting Students’ Needs |
|---|-------------------------|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Direct their attention to the learning targets. Ask students to discuss as a whole group what they will be doing today. Circle the words <i>similarities</i> and <i>differences</i>. Discuss these words briefly and how they affect what students will be doing today. | |



Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Answering Text Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">Remind students that they have already heard or read <i>That Book Woman</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and a second time on their own and with groups to find and record important details and think about the story's message or lesson.Distribute Excerpts from <i>Waiting for the Biblioburro</i> that students used in Lesson 3 as well as <i>Waiting for the Biblioburro: Questions from the Text</i>.Review with students the process for answering questions from the text:<ul style="list-style-type: none">First, they read the questions.Then, they read the entire text, keeping those questions in mind. When they encounter details that could be used as evidence to answer a question, they underline that section of the text.After 10 minutes of independent work time, they discuss with their group the evidence they found for each question.Then students write their responses. | <ul style="list-style-type: none">The purpose of <i>Waiting for the Biblioburro</i> is to serve as a bridge text between the narrative stories students read in Unit 1 and the informational texts they will be reading in Lessons 6, 7, and 8 of this unit. The questions from the text in the supporting materials will be the same questions that students will answer when close reading informational articles. |
| <p>B. Jigsaw Discussion, Part 1: Comparing <i>Waiting for the Biblioburro</i> to Another Text We Have Read (15 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Tell them today they will do a process called a Jigsaw in which they discuss different aspects of a topic and then share what they learned with their peers.Tell students that first, they will meet in an expert group to talk about a book they read earlier in the module: <i>Rain School</i>, <i>Nasreen's Secret School</i>, or excerpts from <i>That Book Woman</i>.In this expert group, they will work together to discuss how their book is similar to and different from <i>Waiting for the Biblioburro</i>.Remind students that they need to become "experts" because then they will be sharing with classmates who talked about a different one of these three books.Distribute the <i>Waiting for the Biblioburro: Finding Similarities and Differences recording form</i>. Pay special attention to the two columns. The left-hand column asks students to record a similarity or a difference. The right-hand column asks them to show the evidence from the texts.Divide students into their expert groups. Give each group the second text they will be working with. <p>Give students 10 minutes to find similarities and differences between <i>Waiting for the Biblioburro</i> and their expert group text.</p> | <ul style="list-style-type: none">While circulating and supporting groups in this work, encourage them to find similarities and differences across different categories (character, physical environment, problem, solution, motivation, or solution). |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <p>C. Jigsaw Discussion, Part 2: How Is the Story in <i>Waiting for the Biblioburro</i> Similar to and Different from Other Stories We Have Read? (15 minutes)</p> <ul style="list-style-type: none">• After students have worked for 10 minutes in their expert groups, transition them into their Jigsaw groups. Tell students that their task now is to speak with their peers about the work that they did in the expert group, the similarities and differences they found, and the evidence they used to support it. Encourage students to ask clarifying questions of one another if they do not understand, or to add to other students' books based on their memory of that text.• Have students discuss the question "In which setting is it hardest to access books?" Encourage students to use evidence from the books when there is any disagreement. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief with these questions: "What are some similarities we saw across all four books?" and "What does that tell us about the big lessons of our study?" <p><i>Assessment Note: Review students' <i>Waiting for the Biblioburro: Questions from the Text and the Waiting for the Biblioburro: Finding Similarities and Differences</i> recording form to assess their progress toward the learning targets.</i></p> | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Continue reading in your independent reading book. | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 4

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



.....
Name:

.....
Date:

1. Who is this passage about? Use details from the text to support your answer.

.....

.....

.....

2. What physical features in this country make it difficult to access books? Use details from the text to support your answer.

.....

.....

.....

3. How do people overcome these difficulties to access books? Use details from the text to support your answer.

.....

.....

.....



.....
Name:

.....
Date:

Excerpt Book:

| | | |
|--|---|--|
| What is similar? (This could be character, motivation, physical environment, problem, or solution) | In <i>Waiting for the Biblioburro</i> ... (Use details from the text.) | In the book my expert group re-read: _____ (Use details from the text.) |
| | | |
| | | |
| What is different? (This could be character, motivation, physical environment, problem, or solution.) | In <i>Waiting for the Biblioburro</i> ... (Use details from the text.) | In the book my expert group re-read: _____ (Use details from the text.) |
| | | |
| | | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 5

Paragraph Writing About *Waiting for the Biblioburro*



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write an informative/explanatory text that has a clear topic. (W.3.2)
I can develop the topic with facts, definitions, and details. (W.3.2)
I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can plan my paragraph using an Accordion graphic organizer.
- I can write a topic sentence for a paragraph about the efforts the librarian made in order to get books to the people of Colombia.
- I can support my topic with details.
- I can write a sentence to close my paragraph.

Ongoing Assessment

- Paragraph Writing Accordion graphic organizers



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets and Setting a Purpose (5 minutes)2. Work Time<ol style="list-style-type: none">A. Characteristics of a Paragraph: Studying a Strong Model for Transition Words and Evidence (15 minutes)B. Modeling: Studying the Graphic Organizer (5 minutes)C. Planning: Using the Graphic Organizer (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Student Shares (5 minutes)B. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Take home your draft paragraph and read it with someone else. Based on your thoughts from today and from your discussion at home, write a second draft of your paragraph. | <ul style="list-style-type: none">• Note that students plan and write a paragraph in this lesson. This is simply routine writing, not a formal assessment.• In advance: Prepare the completed graphic organizer and model paragraph for <i>That Book Woman</i>. |



| Lesson Vocabulary | Materials |
|---|--|
| obstacle, transition, detail, explain, evidence | <ul style="list-style-type: none">• Model paragraph for <i>That Book Woman</i>• Paragraph Writing Accordion graphic organizer anchor chart (new; teacher-created; fill in the graphic organizer for <i>That Book Woman</i>)• Paragraph Writing Accordion graphic organizer (one per student)• Excerpts from <i>Waiting for the Biblioburro</i> (from Lesson 3)• Sticky notes |

| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Unpacking the Learning Targets and Setting a Purpose (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Direct their attention to today's learning targets. Ask students, based on the learning targets, to share what they think they will be doing today. Tell students that, just like with Nasreen's story in Unit 1, the story of the Biblioburro is too exciting and extraordinary to be limited to their classroom. When readers encounter really interesting and important information, it is natural to share it with others through writing. That is exactly what they will be doing today. | |

| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Characteristics of a Paragraph: Studying a Strong Model for Transition Words and Evidence (15 minutes)</p> <ul style="list-style-type: none">• Project the model paragraph for <i>That Book Woman</i> for all students to see. Alternately, provide each student a copy that they can mark on themselves. Ask the class to read this paragraph quietly to themselves. After giving them a couple of minutes to read it, ask them to Think-Pair-Share the topic of this paragraph. Invite students to share with the whole group. Listen for shares such as: "This is about how the Book Woman has to go past really difficult obstacles to get books to kids." Discuss the word <i>obstacle</i>. | <ul style="list-style-type: none">• Consider creating a chart of transition words and evidence connectors for students. These might include: for example, another example, also, in the story it says, according to the text. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none"> Remind students of their previous work with writing paragraphs, and how much they have grown as writers. Tell them that today they will focus on a new skill as they write: using transition words and phrases and connecting evidence from the text. Discuss the word <i>transition</i>. Inform the class that transitions often come at the beginning of sentences. Good writers use these to make their writing smoother, instead of just listing their details and evidence. Ask students to look back at their text, specifically the beginning of sentences, for words or phrases the writer used to introduce details and evidence. Have them Think-Pair-Share words and phrases they see. As students share as a whole group, circle on the shared text transition words and phrases such as <i>for example</i>, <i>another example</i>, <i>in the story</i>. Tell students that when they write their paragraphs, they should use these words and phrases to introduce details and evidence. | |
| <p>B. Modeling: Studying the Graphic Organizer (5 minutes)</p> <ul style="list-style-type: none"> Show the class the Paragraph Writing Accordion organizer anchor chart (filled in for <i>That Book Woman</i>). Remind students about each part of the graphic organizer. Specifically, focus on the Detail and Explain portions of the graphic organizer. Students need to understand that the <i>detail</i> to support the topic should be in their own words, and the <i>explain</i> is a specific example that comes from the text. | |
| <p>C. Planning: Using the Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none"> Before students begin to work independently, consider brainstorming the topic of their paragraph together. This may be a Think-Pair-Share or a class-generated list of sentences. Tell students that they will now plan their paragraph about the Biblioburro. Remind them to begin with their topic, then support that topic with details and an example from the story. Distribute the Paragraph Writing Accordion graphic organizer as well as Excerpts from <i>Waiting for the Biblioburro</i> to each student. Students will need the text they have been working with in order to find appropriate details and evidence. Give students the next 15 minutes to complete their graphic organizer. | <ul style="list-style-type: none"> In past lessons, students worked in partnerships for the planning stage. Some students may still benefit from this scaffolding, while others may be ready to work independently. |
| <p>D. Independent Writing: Drafting a Paragraph (10 minutes)</p> <ul style="list-style-type: none"> Ask students to pair up with someone next to them. Have partners quickly share the details and examples from the text they are using for their paragraph. Consider having students speak their paragraph to their partner using transition words. Then distribute lined paper to each member of the class and direct them to draft their paragraph. | |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Student Shares (5 minutes)</p> <ul style="list-style-type: none">As students are writing, try to note a few key revision points that are common to many. Gather the class back in a circle. Invite two or three students to share their writing with the class. (If possible, project their writing using a document camera as they read.) Point out key writing moves that are strong in the piece. Then use this opportunity to give descriptive feedback to those student (but that may help much of the class). | |
| <p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">Debrief with these questions: “What did you do you well with your paragraph?” and “Based on the shares, what do you think you could change to make it better?” Distribute sticky notes to students and ask them to write their next steps on a sticky note for homework reference. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Take home your draft paragraph and read it with someone else. Based on your thoughts from today and from your discussion at home, write a second draft of your paragraph. | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 5

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



In the story *That Book Woman*, the Book Woman overcomes many obstacles to bring books to children. For example, she has to get past difficult physical obstacles. In the story, it says the family lives way up in the mountains. This would make it hard to reach them, so the Book Woman uses a horse. Also, she has to go through very bad weather. The story shows her coming to their house in rain, fog, snow, and cold. The bad weather would make it hard to reach the family. In *That Book Woman*, the Book Woman has to get past many obstacles to bring books to children.



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

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 6

Determining Main Idea Using Text and Illustrations: Accessing Books Around the World



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can use information from illustrations (maps, photographs) to understand informational texts. (RI 3.7)

Supporting Learning Targets

- I can determine the main idea of an excerpt from *My Librarian Is a Camel* using evidence from the text and the illustrations.

Ongoing Assessment

- Using Text Evidence to Determine the Main Idea: Accessing Books around the World recording form

Agenda

- Opening
 - Unpacking the Learning Target (5 minutes)
 - Anchor Chart on Informational Text Features (5 minutes)
- Work Time
 - Guided Practice: Using Text and Illustrations to Determine Main Idea (20 minutes)
 - Partner Practice: Using Text and Illustrations to Determine Main Idea (25 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
- Homework
 - Tell someone at home about how some people in Peru access books. Discuss with this same person how this is similar to and different from the way you get books.

Teaching Notes

- This lesson marks the formal transition from narrative text to more typical informational text. Preview the new recording form in the supporting materials. This document was designed specifically to help students take notes with an informational text that has expository prose and more typical nonfiction text features.
- In Advance: Create the chart Using Text Evidence to Determine the Main Idea: Obtaining Books around the World to show as a model.
- Create a new Building Our Word Power in *My Librarian is a Camel* anchor chart. Use this throughout this book experience as students learn new words.



| Lesson Vocabulary | Materials |
|--|---|
| informational, excerpt, evidence, compare, contrast, topic, main idea, text, illustrations | <ul style="list-style-type: none">• Reading Informational Text anchor chart (new; teacher-created)• Document camera and projector• Using Text Evidence to Determine the Main Idea: Accessing Books around the World anchor chart (new; teacher created; a large version of the recording form with the same name)• Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Chart paper for Building Our Word Power in <i>My Librarian is a Camel</i> anchor chart (new; teacher-created. See Work Time A)• 3"x5" index cards (one per student)• World map |

| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Pair students up to share their second-draft paragraphs from homework. Invite students to share one thing they did as writers to make their paragraphs stronger.• Share today's learning target. Students are familiar with finding a "lesson" of a story from their work with narrative texts throughout this module.• Tell the class that today they will begin to work with a different type of text, called <i>informational</i> text. Invite them to turn and talk about that word. Listen for students to notice the word root <i>inform</i>, which means teach. Point out to them that we can learn a great deal from stories, but that some texts are written specifically in a way to help us get information about a topic. Emphasize this point throughout the next few lessons. | |
| <p>B. Anchor Chart on Informational Text Features (5 minutes)</p> <ul style="list-style-type: none">• Begin a Reading Informational Text anchor chart. Invite students to briefly turn and talk: "What do you already know about reading this type of text?" Chart their comments briefly.• Discuss how students will find the "main idea" of informational texts in much the same way: by using the text, or words, and the illustrations, also called pictures, to determine the main idea. Tell the class that they will be adding to this chart in the next few lessons.. | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Guided Practice: Using Text and Illustrations to Determine Main Idea (20 minutes)</p> <ul style="list-style-type: none">• Frame the lesson: “Over the next few days, we are going to spend a lot of time reading and talking about this informational text. It’s called <i>My Librarian Is a Camel</i>.”• Read aloud the introduction and take a picture walk. Ask students to Think-Pair-Share what the main idea of this whole book is. Then cold call a few students to share what their pair talked about.• Guide students toward understanding that this book is all about how children around the world obtain, or get, books. Remind them that it is an informational book, which means the author wants to teach the reader about a topic.• “Today we are going to read an excerpt, or part of this book, about the country Peru. Let’s find that country in South America and label it on our world map. What do you notice about the geography of Peru? How do you think that might impact how children get books? Think about that as we read this excerpt today.”• Continue to model: “When authors write about a topic, they have a main idea they want to tell their reader. It’s important to read carefully to learn what information the author wants to get across. Let’s read and try to use evidence from the text and pictures to figure out the main idea. We can track our thinking on this recording form.” Project on a document camera the document Using Text Evidence to Determine the Main Idea: Accessing Books around the World. Point out that the questions on this recording form are the same questions they answered about <i>Waiting for Biblioburro</i>. That is because they are looking for details in an informational text.• Project page 26 of the text, and have students read quietly on their own for a couple of minutes. Then ask students to turn and talk with a partner their initial idea of what the main idea of this informational article might be. Then, ask students to carefully study the pictures on page 26. Cold call a few students to share out, and write their thinking on the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Point out that pictures in informational texts are often actual photographs. Add your thinking in the Details from Illustrations, Photographs, and Maps box on the recording form. Read the text on page 26. Ask students to turn and talk about text evidence in the corresponding column on the recording form. Listen for comments such as: “They deliver books to families in bags.” Write students’ comments, and model more if needed.<ul style="list-style-type: none">* Look closely at the illustrations.* Read and find text evidence that helps you know how people obtain books.* Tune into vocabulary to help build word power and understanding. | <ul style="list-style-type: none">• Reread portions of the text as necessary for students who need more processing time. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Partner Practice: Using Text and Illustrations to Determine Main Idea (25 minutes)</p> <ul style="list-style-type: none">• Students need page 27 of <i>My Librarian Is a Camel</i> in front of them. Invite students to first notice details in the illustrations.• Discuss the map. Ask: “What do you notice?” and “What do we already know about maps that will help us understand anything about this country?” Add students’ thinking to the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Tell students that they will now work in pairs to try this out together. Direct the class to read page 27 from <i>My Librarian Is a Camel</i>, filling in any details from the text in the recording form. Students may stay in a whole group, but with pairs sitting together with the text, or students may go to their seats for this work. As they work, circulate and support them as needed.• While they are working, encourage students to tune into vocabulary words (rural, coastal, promoter, wagon, avid) they don’t know to help them understand the text. Remind them about the work they have done this year figuring out words from context.• After students complete page 27, gather them in a circle. Discuss the details they found with their partners, writing them on the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Ask students, now that they have studied the important details, “What is the main idea of this informational text?” Invite students to look back over the interesting facts they learned. Do a Think-Pair-Share for students about the main idea. “The author wants us to know about how children in Peru obtain books.” Provide the sentence frame: “I think the main idea is _____ because_____.” After the Pair-Share, open up the conversation to the whole group and write on the large chart.• Ask the class to think about a reading superhero in Peru based on this text. Use the sentence frame: “I think _____ is a reading superhero in Peru because_____.” | <ul style="list-style-type: none">• When ELLs are asked to produce language, consider providing a sentence frame or starter to assist with language production and the structure required.• Consider providing smaller chunks of text for ELLs. (Sometimes just a few sentences.) Teachers can check in on students’ thinking as they write or speak about their text.• Consider allowing students to draw their observations, ideas, or notes when appropriate. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Distribute an index card to each student. On that index card ask them to write: three details they learned about how people get books in Peru, two facts about the physical environment in Peru, and one question they still have. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Tell someone at home about how some people in Peru access books. Discuss with this same person how this is similar to and different from the way you get books. <p><i>Note: In the next two lessons, students will be working in small groups to do a close read cycle of one of five different countries found in My Librarian Is a Camel. For this, students will need to be placed in small, heterogeneous groups, and they will need access to the article about their country from My Librarian Is a Camel.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 6

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Text title:

| | |
|--|--|
| What do you know about the main idea right now? | |
| Who is this passage about? (Use details from the text.) | |
| What physical features in this country make it difficult for people to access books? (Use details from the text.) | |
| How do people overcome these difficulties to access books? (Use details from the text.) | |
| What else do you notice? (Use details from illustrations, photographs, and maps.) | |
| After looking closely at details, now what do you think the main idea of this text is? | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 7

Close Reading of Excerpts from *My Librarian is a Camel*: How Do People Access Books Around the World?



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

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 idea of a passage from *My Librarian Is a Camel* by using illustrations and reading the text closely.
- I can record key details from a passage of *My Librarian Is a Camel* into categories.
- I can discuss how the main idea in a passage from *My Librarian Is a Camel* is conveyed through key details.

Ongoing Assessment

- Recording form (based on excerpts from various countries in *My Librarian Is a Camel*)



| 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">Modeling and Guided Practice: How a Close Read of Informational Text Differs from a Close Read of Narrative Text (10 minutes)Reading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Using Text Evidence to Determine Main Idea (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit. | <ul style="list-style-type: none">Students will need to be in the same small group for both Lesson 7 and Lesson 8 for this close reading cycle.All students will read along as the teacher models with excerpts from the pages about Kenya.Each group will focus on one country from <i>My Librarian Is a Camel</i>. Students will need access to the text from <i>My Librarian Is a Camel</i> for one of the following countries: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe.Boyds Mills Press, publisher of <i>My Librarian is a Camel</i>, has granted permission to make facsimiles of pages or use brief quotes, in context, for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. The following credit must be used: From <i>My Librarian is a Camel</i> by Margriet Ruurs. Copyright © 1994 by Nancy Springer. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission. |



| Lesson Vocabulary | Materials |
|--|--|
| narrative, informational text, paragraph, main idea, details | <ul style="list-style-type: none">• Reading Informational Text anchor chart (from Lesson 6)• Document camera and projector• Excerpts from <i>My Librarian Is a Camel</i>: Kenya (one for display)• Excerpts from <i>My Librarian Is a Camel</i>: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe (for small groups)• Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Sticky notes |

| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Read aloud, or invite a student to read aloud, today's learning targets. Tell students that today they will be doing something they have already practiced many times: reading a text closely. What is new, however, is the type of text they will be reading.• Remind students that yesterday they read <i>Waiting for the Biblioburro</i>. That lesson was about a real person and place, but it was written like a story.• Today, they will be reading a different type of text called <i>informational text</i>. Remind students about the word <i>informational</i>, which they discussed in Lesson 6.• Tell students that when reading informational texts closely, they will use some of the same strategies they used when reading narratives. But they will also practice some new strategies.• Revisit the Reading Informational Text anchor chart (created in Lesson 6). Ask students to turn and talk to a partner about what they already know about this, in particular how reading informational texts may require different strategies from those used when reading stories. Add students' comments to the chart. | <ul style="list-style-type: none">• Support students' understanding of the word <i>informational</i> by thinking about the root word, <i>information</i>. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Modeling and Guided Practice: How a Close Read of Informational Text Differs from a Close Read of Narrative Text (10 minutes)</p> <ul style="list-style-type: none">Using a document camera and projector, show students pages 18–19 in <i>My Librarian Is a Camel</i>, about Kenya. Give students a couple of minutes to read this text quietly on their own. Ask the class to Think-Pair-Share how this text, not the pictures, looks different from a story.Look for answers such as: “There is no talking,” or “It is just separate paragraphs.” Point out that one of the biggest differences of an informational text is the way it is structured. Tell students that informational texts are often divided into cleaner paragraphs and sections than narrative texts, which actually helps readers to get the gist. When students read an informational text, they should stop at the end of each paragraph, think about the gist of just that paragraph, jot it on a sticky note, stick that note next to the paragraph, and move on.Ask students to try this with the first paragraph of Kenya.<ul style="list-style-type: none">* First, read the first paragraph aloud, slowly, twice, with students following along.* Then ask students to think, then talk with a partner, about the gist: “What is this paragraph mostly about?”* Invite students’ comments: “What did you figure out about the gist?” Tell them that it’s fine if they don’t understand much yet; that’s part of the reason we read hard text multiple times.If needed, add more modeling. For example: “I heard many of you say that there were words in there that you didn’t understand. That was true for me too. I really did not understand certain words, like <i>Bulla Ifin</i> and <i>Nairobi</i> and <i>nomadic</i>. But I decided not to worry about that during this first read, because I’m just trying to get the main idea. But I did decide to jot those words down, because I’ll come back to difficult vocabulary later.” Model writing down these three words.Build on the gist statements students offered, elaborating as necessary. For example: “I do understand the part about roads being impassable because of sand. I understand that children really want books. I understand that librarians use camels! So, I’m going to write, ‘Children want books. Cars can’t get through desert. Librarians use camels’ on my sticky.”Practice this with the second paragraph. Read the paragraph aloud. Then ask students to think, then talk with a partner, about the gist of that paragraph. Ask students to write their gist on a sticky note. If they have their own texts about Kenya, they can place the sticky note next to the appropriate paragraph. If not, invite students to share their sticky notes and then model by placing one of the notes next to the appropriate paragraph on the text displayed on the document camera. | <ul style="list-style-type: none">Allowing students to see the text and illustrations will aid them in their comprehension.If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by all students.Consider allowing ELL students to pair up with students who speak their native language for the discussion portion.Allow ELL students to show their understanding of the gist by using pictures on their sticky notes. <p>Form strategic groups of students for the reading of <i>My Librarian Is a Camel</i> to support ELLs and other students.</p> |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Reading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they will now work in groups to try out the first close read with excerpts from <i>My Librarian Is a Camel</i> about one of five different countries.• Tell them that they will work in these same groups during this lesson and the next. They will first read independently, trying to get the gist of each paragraph of their text. They will then have time to talk about it with their group.• Direct students toward their group work area. Distribute excerpts of <i>My Librarian Is a Camel</i>, marking the country that you want that group to read.• Give students 15 minutes to read independently. Circulate to support as needed, reminding students to take notes on their sticky notes or write down words they don't know.• After 15 minutes, ask students to discuss, as a group, what they each wrote as the gist for the paragraphs of their informational text. Tell students to move through this one paragraph at a time. If there are differences between students, tell them to return to the text together, pointing out the details they used to come to their individual decision. Give students 5 minutes to discuss. | <ul style="list-style-type: none">• Provide small group instruction as needed during the independent reading portion of the Close Reading protocol. |
| <p>C. Reading Again for Important Details: Using Text Evidence to Determine Main Idea (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will now read the text a second time, on their own. They will be taking notes on the recording form from Lesson 6, which is appropriate for informational text.• Tell students they will have 15 minutes to do this independently, and then they will have time to discuss with their groups.• As students reread, circulate to support as needed. This may be a time to pull individuals or a small group of students who need additional coaching or support.• After 15 minutes, ask students to discuss, as a group, what they each wrote on their Using Evidence to Determine the Main Idea: Accessing Books around the World recording form.• Tell students to move through this one section at a time.• If students had different responses, encourage them to return to the text together, discussing why they chose to include certain details. Give students 5 minutes to discuss. | |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather the class back in a circle. Ask students to Think-Pair-Share one important fact they learned about their country. Debrief with the question: “How was close reading an informational text different from close reading narrative stories?” <p><i>Assessment Note: Review students’ recording forms to assess their progress toward the learning targets.</i></p> | <ul style="list-style-type: none">Provide a sentence starter to support ELL students. (i.e., When I read an informational text, one strategy I can use is _____.) |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Continue reading in your independent reading book for this unit. <p><i>Note: In tomorrow’s lesson, students will begin in their same country groups, but then will work in Jigsaw groups to share information with peers who read about different countries. Create Jigsaw groups ahead of time, making sure each group has at least one student representing each country being studied.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 7

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Text title:

| | |
|--|--|
| What do you know about the main idea right now? | |
| Who is this passage about? (Use details from the text.) | |
| What physical features in this country make it difficult for people to access books? (Use details from the text.) | |
| How do people overcome these difficulties to access books? (Use details from the text.) | |
| What else do you notice? (Use details from illustrations, photographs, and maps.) | |
| After looking closely at details, now what do you think the main idea of this text is? | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 8

Group Discussion: Accessing Books around the World



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can answer questions using details from *My Librarian Is a Camel*.
- I can discuss my opinion about a question with members of other groups.
- I can give reasons to support my opinion.

Ongoing Assessment

- *My Librarian Is a Camel*: Questions from the Text (for each student's country)
- Exit ticket

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (20 minutes)
 - B. Group Discussion: Preparing for Jigsaw (15 minutes)
 - C. Jigsaw Group Discussion (15 minutes)
3. Closing and Assessment
 - A. 3-2-1 Exit Ticket (5 minutes)
4. Homework
 - A. Tell someone at home about two of the countries you discussed today.

Teaching Notes

- Review the Jigsaw protocol (Appendix 1).
- Create Jigsaw groups that consist of at least one representative from each country group.



| Lesson Vocabulary | Materials |
|--|--|
| opinion, evidence, support, reason (see also specific vocabulary terms from each text for the Jigsaw groups) | <ul style="list-style-type: none">• <i>My Librarian Is a Camel</i> (book; teacher copy only)• Excerpts from <i>My Librarian is a Camel</i>: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe (from Lesson 7; for small groups)• <i>My Librarian Is a Camel</i>: Questions from the Text (one per student)• Sticky notes (one per student for his/her expert group country)• 3"x5" index cards for exit ticket (one per student)• Conversation Criteria checklist (from Unit 1, Lesson 4) |

| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Show them the three learning targets for today. Tell them that today's lesson will be broken into two parts. In the first half of the lesson, they will be answering questions from the text, which they have practiced many times.• Then direct their attention to the second learning target. Ask them to Think-Pair-Share, based on the words in the target, what they will be doing. Discuss as whole group. | <ul style="list-style-type: none">• Consider circling key words in learning targets to focus students' attention on particular skills or activities. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Be sure students have their excerpts from <i>My Librarian is a Camel</i> for their country (from Lesson 7)• Remind students of the important reading work they did yesterday, getting the gist of and taking notes from an informational text. Tell them that the second day of reading closely for informational texts is the same as the narratives they read: answering questions from the text. Each group will have unique questions, because the texts are all different.• Students should first read and think about the questions on their own. Then they will work together discussing the text and jotting down their evidence on sticky notes. However, they should answer the questions on their own.• Distribute <i>My Librarian Is a Camel: Questions from the Text</i> to each group. Ask students to do the following:<ul style="list-style-type: none">* On your own: Read and think about the questions. (2 minutes)* As a group: Discuss the questions and answers. (8 minutes)* On your own: Write your answers to the questions. (10 minutes)• Circulate and support students as needed. | <ul style="list-style-type: none">• It might be helpful to some students to refer back to an anchor chart that shows the structure of an answer for a text-dependent question: The first half of the answer comes from words in the question, and the second half shows evidence from the text. |
| <p>B. Group Discussion: Preparing for Jigsaw (15 minutes)</p> <ul style="list-style-type: none">• Bring students back to the circle. Tell them they will have time to continue working in their groups; however, they will have a new focus: preparing for discussion.• Tell students they will spend this group time preparing to have a discussion with members of other groups. In this discussion, they will be discussing the question “In which country would it be hardest to access books?” This question is a little different from the questions they have been answering so far because it is an opinion question.• Discuss the word <i>opinion</i>. Ask students to Think-Pair-Share the question “What is the best flavor of ice cream and why?” As students talk, listen in for a pair of students that provides solid evidence for why they chose a particular flavor. Tell students that when people discuss their opinions, they <i>support</i> their idea with evidence. Discuss the words <i>support</i> and <i>evidence</i>. Emphasize that evidence means specific details that support an idea or opinion.• Students will do the same thing in their discussions now. But in this case, their evidence should come from the text. Remind students that when they meet with other groups, it will be their job to present evidence showing that their country is the most difficult to access books. Also remind them that being an effective member of a discussion means preparing for that discussion by reading and writing down evidence and ideas. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Ask students to return to their group for about 10 minutes to find and write down the evidence they will use later.• Ask the groups to focus on this question: “Why is it hard for people in the country you read about to access books?” Ask the class to jot their evidence on sticky notes or in their notebooks.• As groups work, circulate and support students. Pay special attention to the “why” factor of their writing, pushing students to make the connection between the evidence and their opinions. | |
| <p>C. Jigsaw Group Discussion (15 minutes)</p> <ul style="list-style-type: none">• Once groups have gathered a few pieces of evidence to support their opinion about why their group’s country would be the hardest to access books, tell them they will now be meeting with members from other groups in order to share ideas across the different countries.• Move students into Jigsaw groups. This may be a good time to remind students of the Conversation Criteria checklist (from Unit 1, Lesson 4), specifically about how they should look each other in the eye when speaking and that every student should have a chance to speak. The additional criterion is being prepared for conversation and referring to notes and materials when speaking.• Give students about 15 minutes to share their opinions and evidence. Remind students to take turns, so someone who read about each country gets to talk.• Circulate between groups helping to facilitate discussions, specifically encouraging students to link their opinions with evidence using linking words and phrases (i.e., because, an example of this is, a reason I think this is). | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. 3-2-1 Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Distribute an index card to each student. Direct them to write:<ul style="list-style-type: none">* Three things they learned about other countries* Two questions they have* The one country they now think has the hardest time accessing books, and why <p><i>Assessment Note: Review students' recording forms to assess their progress toward the learning targets.</i></p> | <ul style="list-style-type: none">• Consider allowing students to quickly discuss their exit ticket ideas before writing them. For some students this is a great scaffold for writing. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Tell someone at home about two of the countries you discussed today. Ask this person to discuss his or her opinion about which physical environment seems most difficult for people to access books. | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 8

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Finland - Watch for these important vocabulary words as you read:

- | | |
|--|--|
| <ul style="list-style-type: none">• skirts• archipelago• populated | <ul style="list-style-type: none">• scrambling• severe• oversees |
|--|--|

1. What languages do the people of these islands speak? Use details from the text to support your answer.

2. Why do the librarians use boats to bring books to people? Use details from the text to support your answer.

3. In the last paragraph, what kind of people does the author describe the most? Use details from the text to support your answer.



4. In the first paragraph, the author writes, “The archipelago, in the southwest, consists of thousands of rocky islands.” What does the word *archipelago* mean? Use details from the text to support your answer.



Papua New Guinea - Watch for these important vocabulary words as you read:

- | | |
|---|--|
| <ul style="list-style-type: none">• remote• charitable• steep• destination | <ul style="list-style-type: none">• ford• desperately• gratefully• rugged |
|---|--|

1. Where do the volunteers in Papua New Guinea come from? Use details from the text to support your answer.

2. In the second paragraph ii says, “But the volunteers aren’t done yet.” What does the author mean by this phrase? Use details from the text to support your answer.

3. In this article, which people seem most excited when the volunteers come? Use details from the text to support your answer.



4. In the first paragraph, it says, “Volunteers from Hope Worldwide, a non-profit charitable organization . . .” What does the word *charitable* mean? Use details from the text to support your answer.

Indonesia - Watch for these important vocabulary words as you read:

- | | |
|--|---|
| <ul style="list-style-type: none">• means• tugs• rummaging | <ul style="list-style-type: none">• economical• promotes |
|--|---|

1. What is the main way people travel among the islands of Indonesia? Use details from the text to support your answer.

2. Why did the librarians start using containers filled with books? Use details from the text to support your answer.



3. According to the text, what are two reasons that bicycles are a good way to transport books? Use details from the text to support your answer.

4. In the third paragraph, it says, “They are all excited about rummaging through a new box of books to read.” What does the word *rummaging* mean? Use details from the text to support your answer.

Thailand - Watch for these important vocabulary words as you read:

- | | |
|---|--|
| <ul style="list-style-type: none">• literacy• remote• mountainous | <ul style="list-style-type: none">• slates• transformed• refurbished |
|---|--|

1. Why are there no schools or libraries in this area of Thailand? Use details from the text to support your answer.



2. How many people does the Books-by-Elephant program help to educate? Use details from the text to support your answer.

3. Why did police in Bangkok create the “Library Train for Young People”? Use details from the text to support your answer.

4. Reread phrases from two sentences in this excerpt about Thailand: “. . . old train carriages have been *transformed* into a library” and “The police have even *transformed* the area around the train into a garden, where they grow herbs and vegetables.” What does the word *transformed* mean? Use details from the text to support your answer.

Zimbabwe - Watch for these important vocabulary words as you read:

- rural
- paved
- inaccessible

- capabilities
- agricultural



1. In the area outside of Bulawayo, how do people get around? Use details from the text to support your answer.

2. How is using a donkey cart better than using a car or truck? Use details from the text to support your answer.

3. What do they plan to bring to people in this region soon? Use details from the text to support your answer.

4. In the fifth paragraph, it says, “Since this is an agricultural society, older readers want books on farming.” What does the word *agricultural* mean? Use details from the text to support your answer.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 9

Mid-Unit Assessment: Text-Dependent Questions about Librarians and Organizations around the World



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can answer questions using specific details from the text. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- 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 idea of a new excerpt from *My Librarian Is a Camel* by using illustrations and reading the text closely.
- I can record key details from a new excerpt from *My Librarian Is a Camel* into categories.
- I can answer questions using details from a new excerpt from *My Librarian Is a Camel*.
- I can discuss how the main idea in a new excerpt from *My Librarian Is a Camel* is conveyed through key details.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World
- Mid-Unit 3 Assessment, Part 2: *My Librarian Is a Camel*: Questions from the Text for “Mongolia”



| Agenda | Teaching Notes |
|--|---|
| 1. Opening A. Engaging the Reader (5 minutes) 2. Work Time A. Mid-Unit Assessment: Reading for Flow (10 minutes) B. Mid-Unit Assessment: Rereading to Capture the Gist and Identify Unknown Vocabulary (15 minutes) C. Mid-Unit Assessment: Reading Again for Important Details (15 minutes) D. Mid-Unit Assessment: Answering Text-Dependent Questions (10 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework | <ul style="list-style-type: none">• The entire work time for this lesson is the mid-unit assessment. It is broken into sections to help students with pacing.• For the mid-unit assessment, all students will read the same new excerpt from <i>My Librarian Is a Camel</i>: “Mongolia” (pp. 20 and 21).• Note that based on Expeditionary Learning’s contract with Boyds Mills Press, permission is granted to make facsimiles of pages or use brief quotes, in context, for related ancillaries, marketing, promotional materials, and for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. Permission is granted for alternate versions for the benefit of the visually and hearing or language impaired and special formats for the disabled on a nonprofit basis. Permission for special formats for individuals with disabilities who are unable to read print in a conventional manner to be sublicensed for publication in whole or in part on a non-profit basis. The following credit must be used: From <i>My Librarian is a Camel</i> by Margriet Ruurs. Copyright (c) 1994 by Nancy Springer. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission. |

| Lesson Vocabulary | Materials |
|--|---|
| narrative, informational text, paragraph, main idea, details | <ul style="list-style-type: none">• Reading Informational Text anchor chart (from Lesson 6)• Document camera and projector• Assessment Text: “Mongolia” from <i>My Librarian Is a Camel</i> (pp. 20–21)• Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel</i>: Questions from the Text for “Mongolia” (one per student)• Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World (answers, for teacher reference)• Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel</i>: Questions from the Text for “Mongolia” (answers, for teacher reference) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Gather the class in a circle. Read aloud or invite a student to read aloud, today's learning targets. Tell the class that today they will be doing something they have already practiced many times: reading a text closely. Remind students that throughout this module, they have practiced reading closely both with stories and with informational text.• For the past few days, they have been working with their small group to read excerpts about one country. Today, they will get to show what they know about close reading as they all read about a new country.• Tell the class that when reading informational text closely, they will use some of the same strategies they used when reading narratives. But they will also practice some new strategies.• Revisit the Reading Informational Text anchor chart (created in Lesson 6). Ask students to turn and talk to a partner about what they want to focus on as they do their new reading for today's assessment. | |
| Work Time | Meeting Students' Needs |
| <p>A. Mid-Unit Assessment: Reading for Flow (10 minutes)</p> <ul style="list-style-type: none">• Once students are back at their independent work area, distribute the Assessment Text: "Mongolia" from <i>My Librarian Is a Camel</i> to each student. Remind them that the first time they read, it is simply to feel the flow of the text and enjoy it, just the same as when the teacher reads texts aloud to them. Give students 10 minutes to read the text. | |
| <p>B. Mid-Unit Assessment: Rereading to Capture the Gist and Identify Unknown Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• After 10 minutes, distribute the Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World to each student.• Tell students that today, instead of sticky notes, they will record their thinking here, so it is all in one place. Remind students that their second reading of a story is all about getting the gist of each section and finding unfamiliar vocabulary. If necessary, review the format of the recording section for the second read.• Give students 15 minutes to read again for gist and vocabulary. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>C. Mid-Unit Assessment: Reading Again for Important Details (15 minutes)</p> <ul style="list-style-type: none">Once students complete the text a second time, tell them they will now be reading to find important details and taking notes. Give students 15 minutes to read again for important details and take notes on the Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World recording form. | |
| <p>D. Mid-Unit Assessment: Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">Ask them to read the text a final time to answer Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel: Questions from the Text for "Mongolia."</i> Remind them to read the questions before they read the text the final time. Give students 10 minutes to read again and answer questions from the text. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Invite students to partner share one important fact they learned about accessing books in Mongolia. Debrief with these question: "What strategies did you use to read this informational text closely? What was a success for you as a reader? What was challenging?" | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Continue reading in your independent reading book. | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 9

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Mid-Unit 3 Assessment, Part 1:
Using Text Evidence to Determine the Main Idea:
Accessing Books around the World

Name:

Date:

Text title:

| | |
|--|--|
| What do you know about the main idea right now? | |
| Who is this passage about? (Use details from the text.) | |
| What physical features in this country make it difficult for people to access books? (Use details from the text.) | |
| How do people overcome these difficulties to access books? (Use details from the text.) | |
| What else do you notice? (Use details from illustrations, photographs, and maps.) | |
| After looking closely at details, now what do you think the main idea of this text is? | |

Mid-Unit 3 Assessment, Part 2:
My Librarian Is a Camel: Questions from the Text for “Mongolia”

Name: _____

Date: _____

1. What are two ways that children in Mongolia access books? Use details from the text to support your answer.

2. When Mr. Dashdondog asks the children if books or candy are sweeter, the children always answer “Books!” Why do you think they answer this way? Use evidence from the text to support your answer.

3. In the first paragraph, the text says, “For centuries, people who live in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plan, with their herds.” What do you think the word “nomadic” means? Use details from the text to support your answer.



Mid-Unit 3 Assessment, Part 1:
Using Text Evidence to Determine the Main Idea:
Accessing Books around the World
(Answers for Teacher Reference)

Text title:

| | |
|--|---|
| What do you know about the main idea right now? | <i>This text is about how people in Mongolia access books.</i> |
| Who is this passage about? (Use details from the text.) | <i>This passage is about Jambyn Dashdongog, a writer who lives in Mongolia and the readers who live in Mongolia.</i> |
| What physical features in this country make it difficult for people to access books? (Use details from the text.) | <i>Mongolia has a large grass-covered plain, many high mountains and a huge desert that make it hard for people to access books.</i> |
| How do people overcome these difficulties to access books? (Use details from the text.) | <i>Jambyn Dashdongog uses a horse-drawn wagon and a camel to carry books into the desert. He also drives a minibus to deliver books to children.</i> |
| What else do you notice? (Use details from illustrations, photographs, and maps.) | <i>Children read books while they are riding camels! Children look very excited to be reading their books. There is no water that borders Mongolia. The mini bus sets up a library right on the plain.</i> |
| After looking closely at details, now what do you think the main idea of this text is? | <i>People in Mongolia had a difficult time accessing books because of the land there. A heroic man named Jambyn Dashdongog helps children access books by carrying them on minibuses and horse-drawn wagons.</i> |

Mid-Unit 3 Assessment, Part 2:
My Librarian Is a Camel: Questions from the Text for “Mongolia”
(Answers, for Teacher Reference)

1. What are two ways that children in Mongolia access books? Use details from the text to support your answer.

Children in Mongolia access books by horse-drawn wagons and minibuses.

2. When Mr. Dashdondog asks the children if books or candy are sweeter, the children always answer “Books!” Why do you think they answer this way? Use evidence from the text to support your answer.

Children answer this way because they love reading so very much! The books that Mr. Dashdong brings are very special to the children.

3. In the first paragraph, the text says, “For centuries, people who live in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plain, with their herds.” What do you think the word “nomadic” means? Use details from the text to support your answer.

I think the word nomadic means traveling, wandering or moving. The text says that people in Mongolia move across the plain with their herds of animals.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 10

Planning Writing: Making Notes for the Accessing Books around the World Informative Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|---|
| I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none"> I can create a plan for my Accessing Books around the World informative paragraph. | <ul style="list-style-type: none"> Paragraph Writing Accordion graphic organizer |

| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer: Accessing Books around the World Bookmarks (10 minutes) Work Time <ol style="list-style-type: none"> Model: Planning a Paragraph (15 minutes) Student Planning (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (10 minutes) Homework <ol style="list-style-type: none"> None. | <ul style="list-style-type: none"> Some vocabulary words may need to be clarified with students: thoughtful, community, extreme lengths. Review Work Time A carefully. Prepare to model writing an “Accessing Books around the World” paragraph in front of the class. |

| Lesson Vocabulary | Materials |
|--|---|
| plan, bookmark, create, informative, paragraph | <ul style="list-style-type: none"> Accessing Books around the World teacher model paragraph (teacher created during Work Time A) Markers Chart paper for Writing My Paragraph anchor chart Student recording forms (from previous units) Paragraph Writing Accordion graphic organizer (one per student) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Writer: Accessing Books around the World Bookmarks (10 minutes)</p> <ul style="list-style-type: none">Preview the forthcoming Accessing Books around the World bookmark task. (For example: “We have been learning all about librarians around the world who have gone to extreme lengths to bring reading to children in all corners of the world. You are all going to teach people in our school and community about these amazing people by creating a beautiful and informative bookmark. Your bookmark will contain an illustration and a paragraph describing a librarian you learned about who you think is special. Today we will begin the planning for our bookmark paragraphs.”)Ask the class to deconstruct the lesson target: “I can create a plan for my Accessing Books around the World informative paragraph.” Circle and discuss the words <i>plan</i>, <i>informative</i>, and <i>paragraph</i>, and add visual cues as necessary to ensure that students understand the target.Ask: “Why do thoughtful writers plan before they begin writing?” The members of the class will discuss their ideas about planning, first with a partner, and then with the whole class. Add students’ thinking to a whole class chart as a way to document the “what” and “why” of the first step in the writing process. The writing process is a critical component of the remainder of this unit.If necessary, guide students toward understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they begin. A plan is like a writer’s map because it helps us get to our destination—a piece of writing that readers can understand. | <ul style="list-style-type: none">Clarify Tier 2 words with ELLs: bookmark, librarian.Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary. |
| Work Time | Meeting Students' Needs |
| <p>A. Model: Planning a Paragraph (15 minutes)</p> <ul style="list-style-type: none">Invite students to watch as you think about and plan for your Accessing Books around the World paragraph. Tell them that after the model, they will share out what they noticed.Model the following steps, based on <i>That Book Woman</i>. “I am going to write about <i>That Book Woman</i>. The first thing I am going to do is look through all of my recording forms from the previous units and find all my notes.” Point out to students that they will be writing about the librarian or organization in the country they studied.Show students a sample of the Paragraph Writing Accordion graphic organizer. They should recognize this graphic organizer from Units 1 and 2. | <ul style="list-style-type: none">Clarify Tier 2 words with ELLs: bookmark, librarian.Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">• Begin a Planning My Paragraph anchor chart. Continue to model by showing students how to reread the information they have and then how to fill in the graphic organizer. The categories they need to think about for their paragraphs are:<ol style="list-style-type: none">1. Who is the librarian or organization?2. Where are they located?3. Why is this person or organization special?• Encourage students to talk with others and go back to the text and reread it (not just review their notes) if they need to fill in any gaps on the planning form. Remind them that good writers often reread in order to keep learning about a topic, or to make sure their knowledge is correct and complete.• After modeling, ask students to Pair-Share specific things they heard you say and do. Chart students' responses as they share out their ideas with the whole group. This anchor chart will guide students during the independent work time. | |
| <p>B. Student Planning (25 minutes)</p> <ul style="list-style-type: none">• Distribute the Paragraph Writing Accordion graphic organizer to students.• Encourage students to use their recording forms (from previous lessons in Unit 3) about a librarian or organization around the world that helps others access books. This will help them to complete the graphic organizer in their own words. | <ul style="list-style-type: none">• For students needing additional support, considering meeting with a small group to guide them in filling out their planning form or provide a partially filled-in planning form. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Place students in groups of three or four and ask them to use the following sentence frames to share their work for the day: "I selected _____ as my special librarian because _____. " If time permits, invite students to reflect on the process of planning their writing with questions such as:<ul style="list-style-type: none">* "What were your challenges as you planned today?"* "What were your successes?"* "How do you hope your plan will help you as a writer tomorrow?" | <ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence for ELLs to assist them with language production and give the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">None <p><i>Assessment Note: Look over students' planning forms to ensure that they are on target to be able to write a first draft in the next lesson.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 10

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 11

Writing a First Draft: Accessing Books around the World Informative Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can identify the criteria for a quality informative paragraph.
- I can write a quality first draft of an informative paragraph with a clear topic sentence that tells who my librarian or what my organization is.
- I can write an informative paragraph that describes my librarian or organization with specific facts and details.

Ongoing Assessment

- Students' first draft writing

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Identifying Criteria for a Quality Paragraph (15 minutes)
 - B. Student Drafting (25 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. None.

Teaching Notes

- Use the model provided, or create another one if appropriate. Be sure to use the same model paragraph throughout this sequence of lessons, and that it meets all of the criteria for a quality Accessing Books around the World informative paragraph (for reference, see Identifying Criteria for a Quality Paragraph in 2A of the Lesson Plan).
- Some vocabulary words are not academic or domain-specific, and may need to be clarified with students: strength, challenge.



| Lesson Vocabulary | Materials |
|---|--|
| identify, criteria, quality, facts, details, conclusion, punctuation, first draft, informative, paragraph, topic sentence | <ul style="list-style-type: none"> • Model Paragraph: <i>That Book Woman</i> (one per student; either teacher-created or the sample from supporting materials) • Chart paper • Markers • Drafting paper for students |

| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Remind students about the Accessing Books around the World bookmark that they are working toward. In Lesson 10, they made a plan for their bookmark paragraph, and today they will have the chance to begin writing. • Be sure that students clearly understand the content and academic vocabulary in the supporting targets. When discussing “criteria” and “quality,” lead students toward understanding that it is a list of reasons why something is good. Provide an example from previous learning to remind them (i.e., Criteria for a Quality Conversation from Unit 1). • Refer to the writing process vocabulary and remind students of the first steps writers take: planning their writing. Tell them that today they will write a first draft: a best first try. Clarify the meaning of “informative paragraph” for students so they understand that they are writing a group of sentences that teach someone about their special librarian/organization from around the world. Today, as students write, they will attend carefully to their topic sentence and supporting details and facts. These terms will be discussed more thoroughly during Work Time. | <ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary. • Clarify vocabulary with ELLs. They can record new terms in personal dictionaries or vocabulary logs. |

| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none"> • Give students a model paragraph: <i>That Book Woman</i>, ideally a teacher-generated one about a librarian/organization that students will not have the option of writing about. Consider using the librarian from the teacher model in Lesson 10. Remind students about the Accordion paragraph structure they learned about in Unit 1 (topic sentence, supporting detail sentences, conclusion sentence). | <ul style="list-style-type: none"> • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none">• Read aloud the paragraph. Briefly model how to determine criteria for quality, such as: "I notice that the paragraph begins with a topic sentence that tells the reader who the paragraph is about." Students continue to identify criteria, either as a large group or in small groups.• Write the criteria on an anchor chart for future reference. Perhaps add a large version of the paragraph to the chart and annotate with these criteria. Guide students toward these criteria:<ul style="list-style-type: none">* A clear topic sentence that tells the reader who the librarian or what the organization is* Important facts and details that help the reader know why your librarian/organization is special:<ul style="list-style-type: none">• where the action takes place• what the challenges are• the steps needed to get books to children• why the student selected that librarian or organization* A conclusion that wraps up the paragraph* Correct spelling, punctuation, and capitalization | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary. |
| <p>B. Student Drafting (30 minutes)</p> <ul style="list-style-type: none">• Briefly model for the class how to use a plan to begin writing. Think aloud and write a topic sentence and write one or two detail sentences based on the model plan.• Remind students to use their plan from the previous lesson as they begin writing their drafts. They will have time in future lessons to make their writing stronger; today they should try their best to write an informative paragraph with a clear topic sentence and important facts and details that help the reader know why their librarian/organization is special.• Confer with students as they are writing and provide guidance and reminders to use their plan and the criteria if they are stuck. | <ul style="list-style-type: none">• For students needing additional supports, consider providing a word bank developed to work with the specific student's writing plan. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their first drafts to the debrief conversation. Ask them to reread their paragraph and make connections between their own work and the criteria for a topic sentence and details. Ask them to identify one “star” (area of strength) and one “step” (area of improvement).• Students may either share this with a partner or write it on an exit ticket and attach it to their first-draft piece of writing. Consider using sentence frames such as: “One of the criteria that I see in my paragraph is _____.” and “One of the criteria that I need to work on is _____.” | <ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence for ELLs to assist them with language production and give the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• None <p><i>Assessment Note: Look over students' planning forms to ensure that they are on target to be able to write a first draft in the next lesson.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 11

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



In the Appalachian Mountains of Kentucky, people go to extraordinary lengths to get books. One example of this is the “Book Woman.” She carries books on her horse to people’s houses deep in the mountains. Then she comes back two weeks later to switch those books for new ones. She does this for free! The “Book Woman” is necessary because of the physical environment. For example, people live very far from schools and libraries, so they can’t get to books. Also, they are in the mountains, so the paths are difficult to travel. Finally, the weather can be terrible, keeping people trapped in their houses. The “Book Woman” is a very special librarian because she is brave enough to ride through rough land and weather to help kids learn to read.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 12

Revising: Developing Topic Sentences for
My Accessing Books around the World
Informative Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can revise my Accessing Books around the World informative paragraph to include a topic sentence that captivates my reader.
- I can revise my Accessing Books around the World paragraph to include important details about how my librarian or organization is special.

Ongoing Assessment

- Revisions of students' topic sentence and details

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Revision Lesson A: Topic Sentences (10 minutes)
 - B. Student Revision of Topic Sentences (10 minutes)
 - C. Revision Lesson B: Important Details (10 minutes)
 - D. Student Revision of Details (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. None.

Teaching Notes

- Use strong models of topic sentences and detail for Work Time Parts A and B. A paragraph model is provided; adapt as necessary.
- A model Accessing Books around the World Paragraph Content Checklist is provided in the supporting materials. Use this as a guide and adapt as necessary to suit the needs of your students.



| Lesson Vocabulary | Materials |
|---|--|
| include, introduce, details, complete sentence, paragraph, topic sentence, revise | <ul style="list-style-type: none">• Model Paragraph: <i>That Book Woman</i> (from Lesson 11)• Student paragraph drafts (collected at the end of Lesson 11)• Chart paper• Markers• Accessing Books around the World Paragraph Content Checklist (for Teacher Reference) |

| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Revision Lesson A: Topic Sentences (10 minutes)</p> <ul style="list-style-type: none">• Display the model paragraph: <i>That Book Woman</i> and highlight/underline the topic sentence. Read aloud the topic sentence a few times and ask students to Think-Pair-Share what they notice about a clear topic sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: “What makes a clear topic sentence for an Accessing Books around the World paragraph?” Responses might include: “The writer uses a complete sentence,” and “The writer tells the reader specifically who/what the paragraph is about.” | <ul style="list-style-type: none">• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |

| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none">• Give students a model paragraph: <i>That Book Woman</i>, ideally a teacher-generated one about a librarian/organization that students will not have the option of writing about. Consider using the librarian from the teacher model in Lesson 10. Remind students about the Accordion paragraph structure they learned about in Unit 1 (topic sentence, supporting detail sentences, conclusion sentence). | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary. |
| <p>B. Student Revision of Topic Sentences (10 minutes)</p> <ul style="list-style-type: none">• After students have looked at the model topic sentence and identified the criteria, give them time to revise their own topic sentence from Lesson 11. Confer with students as they write, referring them to the anchor chart and model topic sentence.• Toward the end of this first chunk of Work Time, invite students to read their topic sentence to a peer. | <ul style="list-style-type: none">• Collaboration supports students' engagement. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>C. Revision Lesson B: Important Details (10 Minutes)</p> <ul style="list-style-type: none">• Display the model paragraph again and highlight/underline the detail sentences. Read them aloud a few times and ask students to Think-Pair-Share what they notice about the detail sentences. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: “What are important details we need to include in our Accessing Books around the World Paragraph? Responses might include: “Where the librarian/organization is located,” “How the person/organization acted special,” and “What they need to do in order to get books to children.”• Help students notice that the details are written in complete sentences and the writer uses vivid and precise words to describe the librarian or organization (point these out in the paragraph).• Model how to look back at the text and notes that were taken about <i>That Book Woman</i> (Unit 1, Lessons 9 and 10) to verify important details. | |
| <p>D. Student Revision of Details (20 minutes)</p> <ul style="list-style-type: none">• After students have looked at the model details and identified the criteria, give them time to revise their own details from the previous lesson. Confer with students as they write, referring them to the anchor chart and model topic sentence as necessary.• Note that time is built in during the following lesson for students to continue to revise their topic sentences and details. | <ul style="list-style-type: none">• ELLs should be allotted extended time to finish the writing task if needed. ELLs are provided extended time on NY State assessments. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Students Pair-Share one or two detail sentences using the sentence frame: “One of my important details is _____.”If time permits, engage the class in a conversation around strategies they used to write their topic sentences and details. What were their successes and challenges as writers today? <p><i>Assessment Note: Review students’ topic sentences and details and complete the Accessing Books around the World paragraph criteria list for each student to use in the next lesson.</i></p> | <ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist ELLs with language production and give the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">None <p><i>Note: A week from now, you need to have organized a real audience for the bookmark share. (It may be students within the class, students in a different class, families, etc.) This sharing may happen within the lesson or during some other time, depending on the audience.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 12

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



| Learning Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|---|---------|--------------|------------|------------------|
| I can write a clear topic sentence that introduces the reader to my special librarian or organization. | | | | |
| I can include important details about my special librarian or organization: 1. where the librarian/organization is located 2. how the person/organization acted in a special way in order to deliver books. | | | | |
| I can write a conclusion that wraps up the paragraph for my reader. | | | | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 13

Revising: Strong Conclusions for My Accessing
Books around the World Informative Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can revise my Accessing Books around the World informative paragraph for a conclusion that wraps up the paragraph for my reader.
- I can use feedback and criteria to revise my paragraph.

Ongoing Assessment

- Students' conclusion revisions
- Students' paragraph drafts

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Revision Lesson C: Conclusions (10 minutes)
 - B. Student Revision of Conclusions (10 minutes)
 - C. Open Revision Time Using Criteria Checklist (30 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. Continue reading in your independent reading book.

Teaching Notes

- During the Open Revision Time, consider pulling small groups of students with similar needs for extra revision support.



| Lesson Vocabulary | Materials |
|--|--|
| wrap up, feedback, criteria, complete sentence, paragraph, conclusion, writing process, plan, edit, revise | <ul style="list-style-type: none"> • Students' completed Accessing Books around the World paragraph Content checklist and Conventions checklist • Model paragraph (from Lesson 11) • Chart paper • Markers • Student paragraph drafts (collected at the end of Lesson 12) • Accessing Books around the World Paragraph Content Checklist (one per student) • Accessing Books around the World Paragraph Conventions Checklist (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Revision Lesson C: Conclusions (10 minutes)</p> <ul style="list-style-type: none"> • Display the model paragraph: <i>That Book Woman</i> and highlight/underline the topic sentence. Read aloud the topic sentence a few times and ask students to Think-Pair-Share what they notice about a clear topic sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: "What makes a clear topic sentence for an Accessing Books around the World paragraph?" Responses might include: "The writer uses a complete sentence," and "The writer tells the reader specifically who/what the paragraph is about." | <ul style="list-style-type: none"> • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |

| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none"> • Display the model paragraph and highlight/underline the conclusion. Read aloud the conclusion a few times and ask students to Think-Pair-Share what they notice about a conclusion sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: "What makes a strong conclusion for our Accessing Books around the World paragraph?" Responses might include: "The writer uses a complete sentence," and "The writer reminds the reader who the librarian/organization is and why he/she/it is so special." | <ul style="list-style-type: none"> • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Student Revision of Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Give students time to revise their own conclusion sentence. Confer with students as they write, referring them to the anchor chart and model topic sentence as necessary.• Toward the end of the first chunk of work time, invite students to read their conclusion to a peer working near them. | |
| <p>C. Revision Lesson B: Important Details (10 Minutes)</p> <ul style="list-style-type: none">• Display the model paragraph again and highlight/underline the detail sentences. Read them aloud a few times and ask students to Think-Pair-Share what they notice about the detail sentences. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: “What are important details we need to include in our Accessing Books around the World Paragraph? Responses might include: “Where the librarian/organization is located,” “How the person/organization acted special,” and “What they need to do in order to get books to children.”• Help students notice that the details are written in complete sentences and the writer uses vivid and precise words to describe the librarian or organization (point these out in the paragraph).• Model how to look back at the text and notes that were taken about <i>That Book Woman</i> (Unit 1, Lessons 9 and 10) to verify important details. | <ul style="list-style-type: none">• ELLs may need extended time with the writing task.• Collaboration supports students' engagement. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Students gather after the work time to share out how they used the criteria to make their writing stronger: “My _____ meets the criteria because it tells the reader _____.” | <ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and give the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Continue reading in your independent reading book. <p><i>Note: Review students’ drafts to make instructional decisions about Lesson 14. If the entire class has met the paragraph criteria, consider optional Lesson 14 on “hooks.” If most students need more time for revision, add in another revising day instead (and use hooks as an extension for students who have met the basic paragraph criteria).</i></p> <p><i>Before Lesson 14, use the Conventions checklist to prepare feedback for the class on the use of conventions in their paragraphs. Students will use this feedback to edit in Lesson 14.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 13

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



| Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|---|---------|--------------|------------|------------------|
| I can use correct capitalization in my writing. | | | | |
| I can use punctuation correctly. | | | | |
| I can spell grade-appropriate words correctly. | | | | |



| Learning Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|--|---------|--------------|------------|------------------|
| I can write a clear topic sentence that introduces the reader to my hero. | | | | |
| I can include important details about my librarian/organization: 1. where the librarian/organization is located 2. how the person/organization acted in a special way in order to deliver books. | | | | |
| I can write a conclusion that wraps up the paragraph for my reader. | | | | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 14

**Revising My Accessing Books around the World
Informative Paragraph for a Hook to Captivate
My Reader (Optional Lesson)**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)**

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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can revise my Accessing Books around the World informative paragraph for a “hook” that captivates my reader.

Ongoing Assessment

- Students’ paragraph hooks

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
 - B. Unpacking the Target (5 minutes)
2. Work Time
 - A. How Do Writers Create Captivating Hooks? (15 minutes)
 - B. Writing Hooks (25 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. Keep working on your paragraph.

Teaching Notes

- This lesson is optional.
- The hook is an additional sentence to invite the reader into the text that precedes the topic sentence.
- Use a variety of quality hook models.
- In advance: be sure to use the Conventions checklist to prepare feedback for the class on their use of conventions in their paragraphs.



Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)

| Lesson Vocabulary | Materials |
|---|---|
| <p>captivate, hook, paragraph, revise, plan, edit</p> | <ul style="list-style-type: none"> • Chart paper • Markers • Models of Strong Hooks on chart paper (teacher-created) • Hooking Our Readers! Handout • Student paragraph drafts (begun in Lesson 11) • Accessing Books around the World Paragraph Conventions Checklist (from Lesson 12) |

| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Remind students about the Accessing Books around the World bookmark that they are working toward. In the previous lessons, they wrote drafts of their paragraphs and have been working on revising them to make their writing stronger. Today, they finish revising their paragraphs with the addition of a special sentence at the beginning called a “hook.” Ask students to Think-Pair-Share what they think a hook might be and why a writer might choose to include it. | <ul style="list-style-type: none"> • Post a nonlinguistic symbol to represent <i>hook</i> and <i>revise</i> (e.g., a fishing hook for <i>hook</i>, two sets of eyes for <i>revise</i>) to be used throughout the year. |
| <p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Students should be clear on the word <i>revise</i>. If necessary, remind the class that thoughtful writers revise their work, which means to look at again to make stronger or better. Ask students to discuss where in the writing process revising happens and to refer to the writing process vocabulary wall if they need help remembering. Refer ELLs to their personal vocabulary logs or dictionaries. • Tell students that a hook is the first sentence in a paragraph. When something is <i>captivating</i>, it grabs a person’s attention. Discuss why it’s important for a hook to be captivating. | <ul style="list-style-type: none"> • ELLs should record <i>hook</i> and <i>captivating</i> into a personal dictionary or vocabulary log. They may need several examples of the word <i>captivating</i> and practice using it in context. |



Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)

| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. How Do Writers Create Captivating Hooks? (15 minutes)</p> <ul style="list-style-type: none">Two options for introducing hooks:<ul style="list-style-type: none">Refer students to the model hooks in the Hooking Our Readers! handout. (These are based on the Accessing Books around the World recording form for <i>That Book Woman</i>.)Show the class three to five captivating hooks you've written on chart paper and on a student handout. Try to vary the strategies used in each sentence (i.e., question format, an exclamation, an interesting fact, or a quote from a text— see examples below). Below the hook, write the question “What did the writer do to make this hook captivating?” and leave space for students to write.Ask the class to collaborate in small groups to read the hooks on their handout and then discuss why the hook is captivating. After that, they should write a brief comment on the handout that answers the question: “What did the writer do to make this hook captivating?”Whole group, discuss how the writers made each hook captivating. Track students' thinking on an anchor chart titled: How Do Writers Make Hooks Captivating? Depending on what types of hooks are used as models, the anchor chart may contain ideas such as:<ol style="list-style-type: none">They ask the reader a question (i.e., “Have you ever met someone who changed your life forever?”).They tell the reader an interesting fact (i.e., “In the 1930s, President Roosevelt created a program to bring books to areas of Kentucky where there weren't many schools or libraries.”).They tell the reader a specific quote from a book (i.e., “It's not the horse alone that's brave, I reckon, but the rider, too.”) | <ul style="list-style-type: none">Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.Collaboration supports students' engagement. |



Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)

| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Writing Hooks (25 minutes)</p> <ul style="list-style-type: none">• Briefly model writing a hook (or two) for the model paragraph from previous lessons, using the ideas on the hook anchor chart. Read these hooks aloud to the students, who will help identify which one sounds most captivating.• Students then write hooks for their paragraphs. Students write their hooks in a few different ways and read them aloud to peers during the writing time. Confer as they write, referring them to the anchor chart and model hooks as necessary.• Then invite students to select the hook they feel is most captivating for the reader and bring their favorite hook to share during the Debrief. | <ul style="list-style-type: none">• ELLs may need extended time to write their hooks. |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Students Pair-Share their hooks by reading them aloud to a peer and using the sentence frame: "I think my hook is captivating because I _____."• If time permits, engage students in a conversation about how they wrote their hooks. What were their successes and challenges as writers today? | <ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and give the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Keep working on your paragraph. <p><i>Note: Use the Conventions checklist to provide feedback on students' paragraph conventions. They will use this feedback to edit in Lesson 15.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 14

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Directions: Read the hooks below with your group and answer the question below each one:

- 1. “Have you ever met someone who changed your life forever?”**

What did the writer do to make this hook captivating?

- 2. “In the 1930s, President Roosevelt created a program to bring books to areas of Kentucky where there weren’t many schools or libraries.”**

What did the writer do to make this hook captivating?

- 3. “It’s not the horse alone that’s brave, I reckon, but the rider, too.”**

What did the writer do to make this hook captivating?

- 4. “Falling in love with reading is like magic!”**

What did the writer do to make this hook captivating?



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 15

Editing and Publishing: Accessing Books around the World Informative Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can use conventions to send a clear message to my reader. (L.3.2)

Supporting Learning Targets

- I can write a final draft that reflects craftsmanship.
- I can use correct capitalization in my writing.
- I can use correct end punctuation in my writing.
- I can spell grade-appropriate words correctly.
- I can use resources to check and correct my spelling.

Ongoing Assessment

- Final published paragraph

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Mini Lesson: Editing Conventions (5 minutes)
 - B. Application: Editing Conventions (20 minutes)
 - C. Mini Lesson: Craftsmanship (5 minutes)
 - D. Publishing Paragraphs, Part 1 (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Ideally, students will finish editing their writing at school; however, if students need more time to complete the task, they may take their writing home to complete.

Teaching Notes

- Ensure that you have completed a Conventions checklist for each student. This is essential for Work Time Part C.
- Bookmark Publication Tip: Students may write their final published paragraphs on a standard-sized piece of paper, which can then be reduced in size on a photocopier to match the size of the bookmark cardstock.



| Lesson Vocabulary | Materials |
|---|--|
| correct, grade-appropriate, resources, reflect, check, handwriting, craftsmanship, capitalization, ending, punctuation, publish | <ul style="list-style-type: none">• Students' paragraph drafts with revisions• Accessing Books around the World Paragraph Conventions Checklist (from Lesson 12; for teacher use)• Final draft paper |

| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Recap the writing journey students have been on with their Accessing Books around the World bookmarks. They have planned, drafted, and revised their paragraphs. Today is an editing day, which means students correct spelling, punctuation, and capitalization of their writing.• Distinguish editing from revision. Refer to the supporting targets of the lesson, clarifying the words <i>capitalization</i>, <i>spell</i>, <i>resources</i>, and <i>punctuation</i>.• Remind students that when they edit their writing for these conventions, their work reflects <i>craftsmanship</i> which is another word for care and quality in presentation.• Tell students they will rewrite their final paragraphs using their most careful handwriting when they have finished editing. This is also an element of craftsmanship. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• ELLs can enter <i>craftsmanship</i> into their personal dictionaries or vocabulary logs. |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Mini Lesson: Editing Conventions (5 minutes)</p> <ul style="list-style-type: none"> • Model for students how to use the Accessing Books around the World Paragraph Conventions Checklist and their draft writing to edit their spelling, capitalization, and punctuation. • First, model for students about how writers read through their drafts to identify words that are misspelled. Model for students how they should mark these words and then find the correct spelling for their words from classroom resources: on word walls, in dictionaries, on vocabulary cards, or in the texts used throughout the module. Sometimes students may need someone to simply correct the spelling of words that third-graders do not need to know how to spell on their own. • Invite students to share the rules for capitalization (i.e., start of sentences and proper nouns). Next, model how to search for capital letters at the start of sentences and with names of specific people and places. Support students by identifying places in their writing where they need to add capital letters before they begin editing independently. • Discuss end punctuation. Remind students that punctuation marks are important signals that help readers know when to slow down, stop, or read with expression. Students should be on the lookout for places where they need to include a period, question mark, or exclamation point in their paragraphs. Support students by identifying places in their writing where they need to add ending punctuation before they begin editing independently. | <ul style="list-style-type: none"> • Consider providing nonlinguistic symbols on the Conventions checklist to support students. • Students needing additional support will benefit from a few targeted areas for editing marked on their paragraphs. • During Work Time, pull small, targeted needs-based groups of students as required. |
| <p>B. Application: Editing Conventions (20 minutes)</p> <ul style="list-style-type: none"> • Students spend 20 minutes of this session editing their writing for correct capitalization, spelling, and punctuation. Remind students to use their Conventions checklists to identify what they need to work on. Confer with students and offer support and guidance as needed. | <ul style="list-style-type: none"> • Refer to a nonlinguistic symbol for <i>craftsmanship</i> to assist ELLs in making the connection. |
| <p>C. Mini Lesson: Craftsmanship (5 minutes)</p> <ul style="list-style-type: none"> • Briefly review the word <i>craftsmanship</i>. Remind students that work that shows craftsmanship is neatly and carefully created. This is important because the reader needs to be able to understand our writing. Show students a final handwritten paragraph and invite them to Pair-Share what they notice about the craftsmanship of a published paragraph. Connect the word <i>publish</i> to the writing process vocabulary used throughout the unit. Track students' ideas about craftsmanship on an anchor chart titled: When Writers Show Craftsmanship, What Do They Do? • Suggested ideas for the chart include: <ul style="list-style-type: none"> * Put spaces between their words * Use their neatest handwriting | <ul style="list-style-type: none"> • ELLs may require extended time for completion of task and use of a bilingual dictionary. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>D. Publishing Paragraphs, Part 1 (20 minutes)</p> <ul style="list-style-type: none">Students write their final revised and edited paragraphs onto a new sheet of paper, attending to the elements of craftsmanship generated during the lesson. Confer with students and provide feedback and guidance as needed. <p><i>Note: Students will also have 15 minutes in the next session will to continue publishing their paragraphs.</i></p> | <ul style="list-style-type: none">ELLs may need extended time to write their hooks. |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Invite students to pair share their successes and challenges connected to craftsmanship:<ul style="list-style-type: none">* “What are you most proud of?”* “What was challenging for you?” | <ul style="list-style-type: none">Post a sentence starter and model to assist as students participate in discussion: “I am most proud of _____” and “Writing neatly is a challenge for me because _____.” |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Ideally, students will finish editing their writing at school; however, if students need more time to complete the task, they may take their writing home to complete. <p><i>Note: Photocopy students' writing before they take it home to ensure a backup copy if needed.</i></p> | |

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 16

Illustrating: Geography Icon



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write an informative text. (W.3.2)

I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)

Supporting Learning Targets

- I can create a quality illustration that helps the reader understand my Accessing Books around the World paragraph.

Ongoing Assessment

- Student illustration and list of geographical features about the region

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Publishing Paragraphs, Part 2 (15 minutes)
 - B. Identifying Criteria for a Quality Illustration (5 minutes)
 - C. Creating Illustrations (30 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Ideally, students will finish their illustrations at school; however, if students need more time to complete the task, they may take their illustrations home to complete.

Teaching Notes

- As noted in the Performance Task description, students may create their illustrations using technology or in collaboration with a studio art teacher.
- In advance: Create a model bookmark illustration, or locate an appropriate model on the internet.
- Once students have completed both their published paragraph and quality illustration, they should attach them on a piece of cardstock for the final bookmark. See Lesson 15 about using a photocopier to reduce students' writing to fit the bookmark cardstock.
- Vocabulary may need to be clarified for some students: bookmark, superhero, bring to life.



| Lesson Vocabulary | Materials |
|---|---|
| create, quality, informative paragraphs, illustration | <ul style="list-style-type: none">• Chart paper• Markers• Model bookmark illustration (teacher-created or teacher-provided)• Materials for student illustrations (small pieces of paper, colored pencils, markers) |

| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their efforts and perseverance! Today they will continue the publishing work from yesterday and complete the final step of their Accessing Books around the World task: an illustration for their bookmark. Discuss the words <i>create</i>, <i>quality</i>, and <i>illustration</i> to ensure that students understand the target. Consider adding pictures above these words to help students understand the academic vocabulary of the target.• Briefly discuss why writers often include illustrations with text. “Remember how we have been studying how readers use words and illustrations to better understand text?” Take a moment to look at illustrations in some favorite picture books as a way to help students connect illustrations to the work of writers in the real world. “Now we get to try that as writers as we create illustrations to match our informative paragraphs.” | <ul style="list-style-type: none">• Increase interactions with vocabulary in context to support all learners. |

| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Publishing Paragraphs, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• Briefly refer to the craftsmanship anchor chart from the previous session. Remind students to attend to the elements of craftsmanship as they finish publishing today. Confer with students and provide feedback and guidance as needed. | <ul style="list-style-type: none">• Providing a model enables students to gain a clear and understandable vision of the criteria for a quality illustration. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Identifying Criteria for a Quality Illustration (5 minutes)</p> <ul style="list-style-type: none">• Invite students to study a model bookmark illustration alongside the model paragraph with the framing question: “What makes this a quality Accessing Books around the World bookmark illustration?”• Students may then discuss this question with a peer or small group. Listen in on students’ conversations and target a few students to respond. As they share, track these criteria on an anchor chart titled: What Makes a Quality Accessing Books around the World Bookmark Illustration? Emphasize that students should not worry about their artistic ability. What is most important is the message they convey through their illustration. Guide students toward the general criteria.• The illustration:<ul style="list-style-type: none">* Shows something important/special about the librarian or organization* Matches the text in the Accessing Books around the World paragraph* Fills the whole piece of paper* Provides detail* Displays care and neatness* Is carefully outlined with a marker• Briefly think aloud about how an illustrator decides what to create: “That Book Woman carried books on her horse to people deep in the Appalachian Mountains. I could draw a picture of a horse with books tied to the saddle. I also know that the paths are difficult to travel on. I could draw the path really narrow and steep with lots of rocks and plants like it would be in the mountains.” Invite students to turn and talk with a partner and share one or two ideas for how they might select their illustration. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols to assist ELLs in making connections with the criteria. These symbols can be used throughout the year when discussing quality illustrations. |
| <p>C. Creating Illustrations (30 minutes)</p> <ul style="list-style-type: none">• During the remainder of the work time, students create their final bookmark illustrations. Use this time to confer with students and provide feedback and reminders about criteria as appropriate. Remind students that because readers need illustrations and matching text to understand what they read, their job as writers is to create a picture that brings Accessing Books around the World to life. | <ul style="list-style-type: none">• Some ELLs may need clarification on the phrase “bring to life.” |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their illustrations to the debrief and share why they chose to create their specific one and how they think their drawing reflects the criteria for quality. | <ul style="list-style-type: none">• Consider providing a sentence starter to assist ELLs with oral language production. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Ideally, students will finish their illustrations at school; however, if students need more time to complete the task, they may take their illustrations home to complete. <p><i>Note: Remember to invite a real audience for the bookmark share during Lesson 17. The audience may be students within the class, students in a different class, families, etc. Depending on the audience, the share may happen within that lesson or within another block of time.</i></p> | |

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 17

On-Demand End of Unit Assessment and Bookmark Celebration



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can write a new informative paragraph about how people help deliver books to children in remote and difficult places.
- I can read my Accessing Books around the World bookmark fluently to my audience.

Ongoing Assessment

- On-Demand End of Unit Assessment (informative paragraph)
- Student presentation of bookmark

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. On-Demand End of Unit Assessment (35 minutes)
 - B. Bookmark Share and Celebration (15 minutes)
 - C. Creating Illustrations (30 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. None.

Teaching Notes

- In this assessment, students read an excerpt from *My Librarian is a Camel* from another country (not the country that they made their bookmark about).
- Be sure to invite a real audience for the bookmark share (it may be students within the class, students in a different class, families, etc.). Depending on the audience, the share may happen within this lesson or within another block of time.
- Note: Although students read their bookmarks aloud, this does not formally address a fluency CCLS, since students' own writing is unlikely to be at the third-grade reading level.



| Lesson Vocabulary | Materials |
|--|---|
| audience, informative, paragraph, fluently | <ul style="list-style-type: none">• Paragraph Writing Accordion graphic organizer (one per student)• Students will need access to the text from <i>My Librarian Is a Camel</i> for the following countries: Finland, Indonesia, Papua New Guinea, Thailand, Zimbabwe.• On-Demand End of Unit Assessment: Accessing Books around the World: An Informative Paragraph (one per student)• Final published bookmarks• Accessing Books around the World Paragraph Content Checklist (introduced in Lesson 12; included here for Teacher Reference for scoring the assessment)Materials for student illustrations (small pieces of paper, colored pencils, markers) |

| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Tell the class that today's lesson is all about demonstrating and celebrating what they've learned as writers and bookmark creators.• Students should be familiar with the language of the targets, so read them aloud and invite students to turn and tell a partner what each target means in their own words. Address any questions or misconceptions. | |

| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Publishing Paragraphs, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• A. On-Demand End of Unit Assessment (35 minutes)• Students will write a paragraph independently (no assistance from peers or teachers).• Introduce the assessment with language such as: "You all have been working hard as writers to learn what makes a quality informative paragraph. Today you are going to show everything you know about writing a quality informative paragraph. You may not write about the librarian or organization portrayed on your bookmark, but you may write about any other librarian or organization you learned about in <i>My Librarian Is a Camel</i>."• Answer any clarifying questions and invite students to begin writing once they are clear on the assessment task.• Tell them that they may use the Paragraph Writing Accordion graphic organizer if it is helpful. | <ul style="list-style-type: none">• Provide time for students to practice reading their bookmark paragraph aloud fluently in preparation for the celebration/share. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Bookmark Share and Celebration (15 minutes)</p> <ul style="list-style-type: none">Celebrate the end of Module 1 by having students share their Accessing Books around the World bookmarks with others. Students read their paragraphs aloud to an audience (this may be done one-on-one or in small groups) and answer any questions the audience has about the librarian. Depending on the audience, consider setting up a structure for audience feedback: "I like how you _____," and "I learned _____." | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Invite students to share with a small group their most interesting new learning about Accessing Books around the World."I used to _____, but now I _____." (For example: "I used to think that all children went to the library to get their books, but now I know that people like the 'Book Woman' delivered books to children high in the Appalachian Mountains on her horse.") | <ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist ELLs with language production and the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">None | |



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 17

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Read a new short excerpt from *My Librarian is a Camel* about a new country. Write an informative paragraph describing whom the librarian or organization is and why the person or organization is special.

You may use your “Accessing Books around the World” recording forms or your background knowledge to write your paragraph. You may also use the Paragraph Writing Accordion graphic organizer if it’s helpful.

You will write all by yourself today. Remember to try to meet all of the criteria for a quality informative paragraph.



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

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



| Learning Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|--|---------|--------------|------------|------------------|
| I can write a clear topic sentence that introduces the reader to my hero. | | | | |
| I can include important details about my librarian: 1. Where the librarian is located 2. How the person or organization acted in a special way in order to deliver books | | | | |
| I can write a conclusion that wraps up the paragraph for my reader. | | | | |